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TIP

The Industrial-Organizational Psychologist

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Miami-Dade Fire Rescue Dept.

A MESSAGE FROM YOUR PRESIDENT

Adrienne Colella



As I write this, summer is coming to a close and I've just returned from an amazing trip to Egypt. One interesting thing I learned was that the pyramids were built not by slaves as previously thought but by a highly skilled and organized permanent workforce combined with a drafted labor force of farmers during their off season. Excavations of workers' villages show evidence of a justice system, rewards and benefits (medical care, better food, better tombs), a reporting structure, and selection and training systems. In other words, people were paying attention to I-O psychology issues almost 5,000 years ago. I wonder how much they did know about I-O psychology—it could be our knowledge was having an impact way before Hugo Munsterberg!

Speaking of impact, one thing I hope to accomplish during my term as president is a celebration and highlighting of the impact I-O psychology has had on the welfare and performance of individuals, organizations, and society. Two things have happened this summer that will increase our ability to have an impact on a global level. The first is that SIOP was officially granted NGO consultative status with the United Nations. This allows us to contribute to and have access to the work of the United Nations' Economic and Social Council (ECOSOC). An article by **John Scott** in this issue of *TIP* describes this achievement in more detail. The second event that will help us have more impact on a global level was the formal signing of the Alliance for Organizational Psychology (AOP). This is an alliance among SIOP, the European Association of Work and Organizational Psychology, and Division 1 of the International Association of Applied Psychology. One of the missions of AOP is to support and advance the science and practice of organizational psychology and to expand its scope of application and contribution to society to improve the quality of working life. **Milt Hakel** describes AOP in an article in this issue of *TIP*. I'd like to thank John and Milt for their efforts in developing these opportunities for SIOP to help foster the impact of I-O psychology.

Finally, I'd like to hear from you about a project that you know of that demonstrates the impact that I-O psychology science and practice has had on the welfare or performance of individuals, organizations, and/or society. The project can be big or small, just as long as it resulted in documented positive change. I am planning on highlighting such efforts in my presidential address next April at our meeting in San Diego. You can send a brief note to me at Acolella@tulane.edu.

Happy fall!



FROM THE EDITOR

Lisa A. Steelman
Florida Tech

Welcome to another information-packed edition of *TIP*! In this issue, we highlight the role of technology in our work.

Patricia Barger, Tara Behrend, David Sharek, and **Evan Sinar** discuss Amazon's Mechanical Turk and its potential role in I-O data collection and diverse research pursuits. If you haven't heard of MTurk yet, read on for another way Amazon is leveraging its technology.

Are you one of the nearly 700 million Facebook users worldwide? Do you blog and/or follow the pontifications of other bloggers? **Paul Rubenstein's** article on the use of social media for qualitative data collection discusses a unique method for the virtual collection of focus group data.

What does your personal e-mail address say about you? Do people really use e-mail addresses like `borndrunk@email.com` and `hellsorphan@email.com` when they apply for jobs? Is your choice of personal e-mail address related to characteristics associated with job performance? Evan Blackhurst, **Pamela Congemi, Jolene Meyer**, and **Daniel Sachau** address these questions and more in their study of applicant e-mail addresses.

Thomas Stez, self-proclaimed Competency Crusader, discusses dos and don'ts for preparing competency model graphics based on Edward Tufte's books on graphical visualization of data.

"How to Publish like Heck and Maybe Even Enjoy It" is **Mike Campion's** engaging Distinguished Scientific Contributions Award address from SIOP's 2011 conference.

Every quarter *TIP* strives to provide informative, useful, up-to-the-minute articles that cover a variety of topics of interest to SIOP's members. This would not be possible without the work of many behind the scenes reviewers. I would like to thank all the Editorial Board members who serve on *TIP's* Review Board. The other contributing members of *TIP's* Review Board are **Brian Cawley, Jim Diefendorff, Rich Griffith, Erin Richard, Sylvia Roch**, and **Evan Sinar**. If you are interested in serving as a Review Board member, I would love to hear from you at `lsteelma@fit.edu`. *TIP's* mission would also not be possible without the high quality submissions we receive. For more information about contributing original articles to *TIP*, see our Web site at www.siop.org/tip/masthead.aspx.

Editorial Departments

Once again, the Editorial Board members have written exceptional columns on a diversity of issues. These columns are designed to provide information to *TIP* readers in a variety of different areas. The content of the columns, appropriately called Editorial Departments, reflects the opinion and perspective of the individual authors.

First I would like to welcome **Paul Muchinsky** back to *TIP*! Paul, always with a humorous perspective, has prepared a “reunion tour” of his popular, long-running column **The High Society**.

Tori Culbertson discusses the coverage (or lack of coverage) of I-O psychology in general psych courses in her **Academics’ Forum** column. In a related vein, **Marcus Dickson (Max. Classroom Capacity)** shares his thoughts on the teaching of I-O psychology and the somewhat limited sharing of lessons learned among instructors in our field.

TIP-TOPICS has transitioned. First a big thank you to the entire Penn State team for their contributions over the past 2 years! Next, a big welcome to the new **TIP-TOPICS** team from the University of Akron (**Alison Carr, Jessica Dinh, Kama Dodge, Jared Ferrell, Noelle Frantz, Allison Gabriel, Mary Margaret Harris, Kelsey Herb, Stephen Hill, Kim Hollman, Ernest Hoffman, Aimee King, Aaron Kraus, and Chantale Wilson**). Their first column, penned by Gabriel and Hill, discusses their vision for the column and the importance of a positive psychology perspective in graduate I-O training.

On the Legal Front, **Art Gutman** and **Eric Dunleavy** review the controversial Supreme Court ruling in *Wal-Mart v. Dukes*. In the **Practitioners’ Forum**, **Greg Michaud** takes stock of how research has contributed to his practice in the area of change management. **Rob Silzer** and **Chad Parson’s Practice Perspectives** column analyzes SIOP member data and provides a critical perspective on the distribution of SIOP members and leaders working in various areas of practice and research. **Stu Carr (Pro-Social I-O–Quo Vadis)** interviews **Mike Clarke**, who discusses the unique Evidence Aid project, the purpose of which is to review and summarize research relevant planning for and responding to health care needs following natural disasters and other humanitarian emergencies. Another example of how work in I-O psychology is making a difference!

Lori Foster Thompson’s Spotlight on Global I-O points to China. **Zhongming Wang** and **William Mobley** discuss the history of I-O psychology in China and some of the core growth areas they are seeing. **Scott Highhouse** in the **History Corner** discusses the well-known and less well-known impact of **Douglas McGregor**. In the **Foundation Spotlight** **Milt Hakel** announces the Foundation’s new presence on Facebook.

News & Reports

In breaking news, SIOP has been granted NGO consultative status by the United Nations, the international Alliance for Organizational Psychology (a union of EAWOP, Division 1 of IAAP, and SIOP) has launched, and planning for the 2012 annual conference is well underway! Check it out in reports from **John Scott, Milt Hakel, Deborah Rupp, Lisa Finkelstein, and Liberty Munson**.

In other news, a festschrift (a tribute to a well-known academic—yes, I had to look it up too!) in honor of **Daniel Ilgen** and **Neal Schmitt** was held at Michigan State, **Paul Thayer** reports on the activities of the APA Council of Representatives, and **David Geller** and **Kate LaPort** summarize a D.C.-area meeting on team research and application.

I hope you enjoy reading this issue of *TIP* as much as I enjoyed putting it together. I love to hear from you, please don’t hesitate to contact me any time.

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I-O and the Crowd: Frequently Asked Questions About Using Mechanical Turk for Research

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Kronos, Inc.

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Evan F. Sinar
Development Dimensions International (DDI)

I-O researchers are constantly seeking sources for large and representative participant samples. A relatively new option which has seen growing use is Amazon's Mechanical Turk (MTurk; www.mturk.com). MTurk is an online marketplace connecting two groups: requesters offering payment for completion of human intelligence tasks (HITs) and workers willing to complete such tasks. Though human subjects research was not the intended purpose of this marketplace, it has proved viable as a source of participants. Our goal in this article is to—using a frequently asked questions (FAQ) format—provide an overview of MTurk for the I-O community and to discuss practical applications of this method for academic and applied research, drawing on recent research and our own experiences.

Frequently Asked Questions

How Does MTurk Work?

Launched in 2005 by Amazon.com, MTurk was originally used as an internal tool (for example, searching for duplicate products). It has since grown rapidly and now lists over 100,000 public HITs on average. The number of registered workers has also grown substantially; from 100,000 in 2007 (Pontin, 2007) to currently over 500,000, from more than 190 countries. Workers can browse a listing of all available HITs or search by keyword to find tasks they would like to work on. Anyone can sign up to use MTurk as either a requester or worker (or both).

Who Are These People?

The first questions asked by every researcher we have spoken to about MTurk, and indeed, by ourselves, focus on the workers themselves: Who are these mysterious individuals interested and willing to complete microtasks

* Author's Note: Authors are listed alphabetically; all authors contributed equally. Correspondence concerning this article should be directed to Tara S. Behrend; Department of Organizational Sciences & Communication; The George Washington University; 600 21st St. NW, Washington, D.C. 20052; behrend@gwu.edu.

for miniscule payments? This is a nontrivial issue, as generalizability of research findings is bounded by characteristics of the sample. In addition, an entirely new data collection method such as MTurk is likely to face particular scrutiny given its major deviation from status quo approaches to data-gathering. We elaborate below.

What are the characteristics of MTurk workers? Because the MTurk system is set up to strictly protect workers' anonymity, self-report surveys must be used to gauge this information. Two such studies have shown that MTurk worker populations are multinational yet primarily from the U.S. and India (Ipeirotis, 2010; Ross, Zaldivar, Irani, & Tomlinson, 2010). Of the U.S. workers, approximately 65% are female and 60% are older than 30. The modal household income for these U.S. workers is \$40,000 to \$60,000, and 78% have at least a bachelor's degree. Our experience has also revealed that workers come from a wide range of industries and work backgrounds.

How representative is an MTurk sample? The qualifications feature included in MTurk can provide substantial flexibility for a researcher to limit their sample to a subset of the total worker population. However, it is also important to understand the characteristics of MTurk workers as a whole. Past research has shown that compared to the U.S. Internet population, MTurk workers are slightly younger and more likely to be female (Paolacci et al., 2010), and have lower household incomes (Ipeirotis, 2010). Compared to the U.S. workforce, MTurk workers are younger, more likely to be female, have higher education levels, and have fairly similar levels of household income.

Generalizability can also be viewed relative to other available data sources. One relevant comparison is between an MTurk sample and the university-based samples common to many psychological studies. Many researchers (e.g., Behrend, Sharek, Meade, & Wiebe, 2011; Buhrmeister, Kwang, & Gosling, 2011; Paolacci, Chandler, & Ipeirotis, 2011) have viewed this comparison very favorably for MTurk, in that samples obtained through this method are substantially more representative than student participants. Based on the available research and our own experience, we feel that the sample representativeness of MTurk workers makes them well-suited to employee-focused research, particularly in comparison to many other alternatives.

Why do individuals participate in MTurk? Motivation for MTurk participation has been a key question for several researchers. Essentially, participants complete these tasks because they find them to be interesting enough to fill time between other activities while at the same time accumulating some money. A general conclusion can be drawn that although payment is not irrelevant, it is not the primary motivating factor for most participants (Behrend et al., 2011; Buhrmester et al., 2011; Ross et al., 2010).

How Are Workers Paid?

Workers can be rewarded in one of two ways. Most commonly, a predetermined payment is automatically transferred to a worker once he or she

completes a task (reward per assignment). As a second method, a bonus can be directed toward specific workers based on requester-determined criteria. This can be used as an incentive for workers to produce high quality data. Bonuses can also be used as part of the research design if you want to give top performers additional compensation, for example.

Payment is integrated into the Amazon interface. Requesters prepay for HITs by transferring money to an Amazon requester account. Amazon manages all payments to workers, thus protecting anonymity. When budgeting for an experiment, note that Amazon charges a 10% fee on top of the worker payments.

In order for a worker to receive payment, their work must be approved. If a worker does not complete a HIT adequately, their work can be rejected by the requester. This track record of approval and rejection (HIT approval rate) is public. This mechanism encourages high quality work, although it can also introduce ethical considerations (discussed below).

HITs can be approved in one of two ways. Requesters can review and approve each worker's output on a per-case basis, or they can specify that all work should be automatically approved after a set time period. Workers generally expect that their work will be approved within a few days of completion.

How Much Should I Pay for my HIT?

There are no hard and fast rules for setting the reward amount, but, as a requester, you will be competing with many other HITs. Before settling on a payment, we recommend that you visit the HITs page and look at the other tasks that are available so you can more thoughtfully price your HIT based on the current payment landscape and time required. Some requesters aim to pay close to the equivalent of minimum wage (e.g., \$1 for a 10-minute assignment). Other requesters opt to pay significantly less than this, as low as 50 cents per hour. We have found that approximately 75 cents is a reasonable rate for a 30-minute survey, though if you need to collect data very quickly, or have a complex task or study, then consider paying more per HIT.

How Good Are the Data That Come out of an MTurk Survey?

Given the relative low cost and speed of gathering data on MTurk, it is natural to wonder about the quality of the data. There have been multiple studies examining this question, and the results have largely been favorable. For example, Paolacci et al. (2010) replicated three well-established decision-making experiments with MTurk participants, online discussion boards, and a college student sample. The results revealed only slight quantitative differences between the samples. Buhrmester et al. (2011) compared MTurk participants to a large Internet sample and found no differences in task scores. Behrend et al. (2011) studied data quality differences between a worker sample and a college student sample on a variety of measures (e.g., Big Five personality and goal orientation). For both quantitative and qualitative data, they found slightly higher data quality in the MTurk sample, along with higher

social desirability, and measurement invariance among the majority of the items between groups. Lastly, a series of studies by Barger and Sinar (2011) demonstrated no differences between MTurk and applicant populations on personality and situational judgment assessment item scores when data quality enhancement techniques were applied. Overall, the evidence seems to suggest that data collected from MTurk are as valid as data collected from other sources, if data quality assurance steps are taken as noted below.

What Should I Do To Ensure High Data Quality?

Although initial evidence is encouraging regarding the validity of MTurk data, careful study design is critical. The nature of MTurk is such that workers earn more money by completing more HITs. Thus, some workers may be incentivized to “rush through” HITs. One way to mitigate such careless responding is to embed quality control items within a survey—items that require the same amount of effort as other items but have a verifiable response. For example, a Likert-type personality scale may include a quality control question that directs the participant to “please select ‘agree’ if you are paying attention.” Participants who fail to provide the correct answers to these items can be filtered out of the analysis, yielding a cleaner sample (Kittur et al., 2008; Barger & Sinar, 2011). Keep in mind that these participants will still need to be paid unless you specifically state otherwise in your HIT. Bonus payments can also be used to improve data quality. For example, previous research has shown that offering a bonus to the top 25% of performers on a series of situational judgment items increased data quality across the entire sample (Barger & Sinar, 2011). Examining the time spent completing HITs may also be an easy way to identify careless responders (Mason & Suri, 2011, Kittur et al., 2008). Lastly, we advise including a text box in HITs for participants to report confusing items or instructions, as these issues may contribute to poor data quality (Mason & Suri, 2011), and open-ended feedback from participants can be very useful in improving future research efforts.

Will Journal Editors Be Receptive to MTurk-Collected Data?

Given the potential for high-quality data that can be collected through MTurk, it stands to reason that journals would be receptive to receiving articles using this platform. Because this is a new data collection source, few studies using this methodology have been published (beyond the articles published that explore the use of this platform). However, studies using similar online panels (e.g., Study Response project) have previously been published in top journals (e.g., Piccolo & Colquitt, 2006). Thus, assuming care is taken in sample representativeness, study design, and data quality assurance (in addition to other important factors such as solid theory, methods, measures, and analyses), we see no inherent obstacles to publication of studies using MTurk in traditional I-O outlets.

Do I Need a Strong Technology Background to Use MTurk?

The level of Web development skill required to use MTurk can be low in many cases but will vary depending on the specifics of your experimental design. Any study that can be deployed online in an unproctored setting can be managed within MTurk; complex designs may require some technical proficiency but simple designs should be within the reach of most I-O researchers.

Surveys can be developed and administered directly in a HIT template using the design layout function. Data are stored in the HIT management interface and results can be viewed and downloaded as a comma-separated file (CSV). In this scenario, the experiment is embedded directly into MTurk, and knowledge of HTML and some Amazon-specific functionality is required. Amazon provides thorough documentation including video tutorials for the novice to assist with this approach.

External survey tools such as SurveyMonkey or Qualtrics also can be used. In these situations, the HIT displays a link to the questionnaire. Once completed, the survey software can provide a completion code that participants must enter into the HIT to indicate they have completed the experiment, as no other linking mechanism exists. We have posted a step-by-step tutorial for this design at: <http://www.playgraph.com/mturk>. In this case a minimal level of Web development skill is required; however, some knowledge of HTML would be useful.

Some types of tasks may require custom-designed experiments using Web technologies such as Adobe Flash or Java. These designs will require a skilled Web programmer with experience using server-side scripting languages and databases. Though developing these types of HITs can quickly become complicated, tools are becoming available to support complex research designs, such as Turkit's API for running iterative tasks (<http://groups.csail.mit.edu/uid/turkit/>). It is also worth noting that vendors exist who will manage and deploy a HIT for a fee if you lack the technical expertise or time to manage the HIT yourself.

How Is MTurk Different From Other Online Survey Panels?

One unique feature of MTurk is that social communities are being formed around the use of the tool. Researchers planning on setting up experiments on the MTurk should be aware of the existence of MTurk community forums on the Web. In these forums, workers commonly share information on which HITs are worth participation. For example, TurkerNation (<http://turkers.proboards.com/>) hosts multiple posts where workers describe their positive and negative experiences with surveys. One such post has over 48,000 views. Workers also share examples of how they have been treated by requesters, such as the "Requester Hall of Fame/Shame" section with over 10,000 posts.

MTurk also differs from other data collection methods in its speed. Most studies can gather several hundred participants in a few days, though this may vary depending on many factors such as payment amount, task complexity and length, uniqueness of the task, and whether your study requires multiple sessions.

What Are the Ethical Factors to Consider?

The ethical treatment of participants should be of primary concern for all researchers who work with human subjects. Given that MTurk represents a new way to gather data, best practices to ensure ethical treatment of workers are not yet well defined. However, the fundamental principles of research ethics still apply.

Informed consent: It's important to provide workers with a transparent description of the research study, level of effort required, and associated payment so they can make a fully informed decision about whether to participate. Given that their approval rating can be affected by unfinished work, workers may feel pressure to complete the task even if they wish to withdraw. In addition, because data quality can affect the rate of payment, participants may also feel pressured to respond in socially desirable ways. For these reasons, it is particularly important to provide a robust informed consent so that workers fully understand what they are expected to do and the associated reward contingencies (Behrend et al., 2011).

Privacy and confidentiality: Workers are anonymous to requesters; they are identified by an alphanumeric worker ID containing no identifiers. If participants complete a HIT using external survey software, individual responses are kept separate from worker IDs, reducing concerns about how to safely store sensitive data (Paolacci et al., 2010). Note, however, that the MTurk interface also allows requesters to contact individual workers via e-mail, and worker replies to these messages could be sent from the worker's personal e-mail. In addition, such contact by a requester might be considered spam. It is advised that, for any study requiring a follow up, workers should be asked explicitly if they agree to be contacted for future studies.

What Are the Legal Factors to Consider?

User agreement. Researchers using MTurk are bound by Amazon's user agreement and must comply with these guidelines. For example, MTurk's user agreement specifically prohibits the collection of personally identifiable information and e-mail addresses. Thus, it is advised that researchers carefully read the user agreement to ensure compliance with all policies before posting. For more detail about the MTurk agreement, visit <https://requester.mturk.com/policies/conditionsofuse>.

Taxes. Participants in studies on MTurk are technically independently contracted workers that researchers "hire" to complete their HITs. Requesters in the United States are required to pay taxes on individual workers whom they have paid more than the IRS tax reporting threshold in a single year (currently \$600). Given the relatively low payment that most studies offer, though, it's unlikely that a single worker would earn a taxable amount from research participation.

Conclusion

The use of MTurk is growing quickly within the I-O community, but questions still remain as to the best way to use this tool. We hope this article has provided an initial introduction to some of the issues I-O researchers may want to consider when using MTurk, and we look forward to continued conversations on this cutting-edge topic in the future.

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Why (and How) the Growth of Social Media Has Created Opportunities for Qualitative Research in Organizational Development

**Paul Rubenstein
Accelerant Research**

In-person methods for qualitative research are no longer the sole means by which investigators can collect their data. Interviews with study participants do not have to be done face to face; instead, Web-based computer-mediated environments can serve as the site where interactions between moderators and participants can ensue, questions can be posed, and answers can be obtained.

The opportunity to migrate qualitative research away from traditional methods and toward the use of online platforms is provided by the confluence of Internet and digital technology, broadband connectivity, and people's apparently sufficient comfort level with blogging. These factors have resulted in paving the way for a viable, alternative methodology that provides qualitative research professionals with access to human experiences on a scale and with a reach that is currently immeasurable.

The purpose of this article is to draw attention to and elaborate on these emergent societal and technological factors that have given rise to the use of online methodology for qualitative research. Effects of these factors are examined in terms of quality, cost, and speed criteria in a discussion of the comparison of qualitative studies that use online and in-person data collection methods.

The Growth of Social Media

Social media may be defined as the Internet-based technologies that individuals use to exchange thoughts, feelings, attitudes, opinions, insights, experiences, and perspectives in many different forms including text, images, audio, and video. Social media sites typically use technologies such as blogs, message boards, podcasts, wikis, and vlogs to allow users to interact. Social networks, blogsites, and other online "beehives" appear to be all around us as millions of people adopt social media sites as their primary source of all kinds of information. What's more is that social media adoption continues to increase tremendously. "Blogging" as a behavior, currently under the scrutiny of many different types of social scientists, has become widespread and continues to grow.

In the beginning of 2009, Mark Zuckerberg, founder of Facebook, equated Facebook to a nation saying it would be the 8th largest country in the world. As of 2010, it would stand as the third largest country in the world, right behind China and India and ahead of the United States with 700 million users. It was not long ago that social media made big news when it overtook e-mail in terms of online activity. Now, it is the #1 activity online and it continues to grow at a rapid pace both in the United States and around the world.

The Opportunity for Online Methodology in Qualitative Research

The explosive growth of social media usage and blogging behavior suggests that society has become comfortable engaging in these activities. Indeed, a 2010 study by Nielsen showed that Americans spend 25% of their time on social media and blog sites. Our own experiences in conducting online qualitative research in marketing and in human resources management shows us that people are adept at communicating their thoughts, feelings, intentions, and actions, as well as their deepest fears and greatest aspirations, in a “computer-mediated environment.” But what exactly is involved in blogging? What do people do on Facebook that is related, somehow, to research?

In essence, blogging includes obtaining online information (text, video, audio) as well as inputting one’s own information in any of those formats in that medium. Put simply, sometimes it involves viewing videos and images, listening to recordings, and reading text, and others it includes inputting any of those formats of data oneself to some Internet-based location to be shared with others.

Now compare these blogging activities to those involved in qualitative research in which a moderator poses questions to study participants and receives answers to those questions from them. A discussion ensues between the moderator and participant fueled by a series of questions and responses between parties. Sometimes the moderator shows participants some “things” and has them provide their attitudes and opinions. Other times the moderator might require the participants to provide “things” to be seen, heard, and/or discussed. Thus, there is parity between the typical activities involved in blogging and in qualitative research, and nowadays, the personal computer and Internet can facilitate the activities involved in qualitative research.

Imagine a shift from the traditional, face-to-face (F2F) methodology, which has dominated qualitative research for decades, to the Internet. This shift should be a safe one given people’s general comfort level communicating within this medium. But, would some part of the human condition be lost in the process?

Taking a balanced perspective, we see that, on the one hand, the social space of computer-mediated communications was once considered lean, cold, and superficial. Relative to in-person communications, online communicators were presumed to suffer from a reduction in social cues and unable to transmit nonverbal information such as voice inflection, accents, facial expressions, posture, body language, and touching. On the other hand, society has adapted and developed ways to express these nonverbal cues in written form. To do so, society uses new symbols and electronic paralanguage such as emoticons, special character strings, intentional misspellings, absence or presence of corrections, capitalizations, as well as with images and sounds.

Strengths and Weaknesses of In-Person Qualitative Research

Qualitative research professionals have used focus groups and in-depth interviews (IDIs) as their primary study design for the past several decades. The techniques used in these studies serve a variety of purposes. From an organiza-

tional development standpoint, traditional qualitative research using in-person methods (group or individual) may be conducted to advance organizational effectiveness by studying employees' experiences with the organization, its other employees, workplace conditions, compensation policies and practices, or any of the other aspects relevant to obtaining a deeper understanding of the employer–employee relationship. Qualitative research may also be used to gauge employees' reactions and opinions of general or specific communications to and from its leadership and its rank and file. Another frequent purpose for traditional qualitative research is to solicit team members' ideas to be used to develop innovations in the way work teams are structured to optimally perform.

The common thread in all these reasons for OD-related qualitative research is to explore individuals' thoughts, opinions, feelings, and behaviors. These techniques are useful for exploring peoples' ideas and concepts, as they provide a window into participants' internal thinking where in-depth information can be obtained and where probing of answers by interviewers can be facilitated.

However, these tried-and-true qualitative methods, although effective for what they are designed to produce, do have their inherent flaws. They are artificial and contrived because they require the respondent to be removed from the actual behavior and relevant situational characteristics under study during interviewing; that is, data are collected in a decontextualized setting. As such, the common byproduct of in-person qualitative research designs attenuates the researcher's ability to gather data in a natural setting.

In addition, moderators and interviewers are obtrusive because they are in person and their presence may alter respondents' answers to study-related questions. Whether interviews are conducted in-person or via telephone, moderators pose their questions and (hope to) get honest answers while limiting exposure of respondents to the data-biasing influences of their presence (e.g., social desirability). They also rely heavily on the memory capacity of respondents because most studies require respondents to travel back in time in their minds, recall relevant experiences, and provide their input and perspectives based on those memories.

Distinct Advantages of Online Qualitative Research

Several of the flaws and inherent drawbacks of in-person methods of qualitative research can be reduced or eliminated whereas other aspects can be enhanced through the use of online, blog-based research. It is conceivable that a Web site can be designed to have a similar look and feel to social media sites like Facebook and LinkedIn so that the general population can easily navigate within it and respondents can fulfill their study-related responsibilities (and receive their incentive for doing so). The moderator can post content from the question guide that was developed for the study to the site, and participants recruited to the study can enter, see the moderator's posted questions, and respond accordingly.

What makes online qualitative research such a viable method is seen when one adds the widespread penetration of broadband connectivity and

pervasiveness of digital technology to the existing comfort level and alacrity that society has developed for computer-mediated interpersonal communication. A vision starts to emerge that shows distinct advantages of Internet-based methods over those that use in-person interviewing.

Imagine online qualitative studies that encroach upon the most in-depth form of qualitative research, namely the ethnography. For example, in focus groups, only verbal and nonverbal data are collected. In ethnographies, verbal and nonverbal data are collected, but this input is augmented and synergized with artifacts and objects representing symbols of the culture of the behavior under study. In this way, the ethnography is arguably the most in-depth form of qualitative research.

Instead, an online “blognography” can be conducted in which participants are required to snap photos and create videos to document and represent the subject under study. They would be instructed to upload these multimedia data to the online research platform along with text-based responses to questions and other instructions posted by the online moderator/blognographer. These multimedia data would serve as ethnographic artifacts and contain all the complementary characteristics of data that augment the insights obtainable by text alone.

Surely, we’re in a state of technology-ready conditions by which we can provide to respondents images, photos, videos, and other types of stimuli for them to use as the basis for their attitudes and opinions. Likewise, respondents are usually equipped to provide the same types of stimuli to us researchers when they can upload their content onto research sites, as they do in Facebook or YouTube, to be viewed and analyzed by the qualitative researcher. Even more importantly, we are in a state of “people-ready” conditions, too. Most of us are simply comfortable and inclined to pull out our cell phones, snap photos, shoot videos, and send them as electronic attachments to friends, social media sites, and blogsites, and then go to those sites and opine on some subject using our home PCs or through text-messaging with our smart phones.

In addition, the Internet affords a stronger sense of anonymity among study participants and typical response biases such as social desirability and other faking strategies are virtually eliminated online. Qualitative data collected online tend to be brutally honest in nature as respondents feel wrapped in a cocoon of privacy and facelessness and have no apprehension about telling a moderator anything. As such, these data may be more valid than what is collected in focus group facilities that heavily utilize F2F interactions. Furthermore, depending on the nature of the study, respondents’ homes may actually be the place where the behavior under study takes place naturally and be the optimal site for data collection, yielding a high level of ecological validity.

In contrast, standard facilities used for focus groups or in-depth individual interviews (IDIs) are contrived and artificial settings, and do not necessarily foster conditions for people to speak up and be heard. These conditions amount to a special room with video and audio recording equipment and a one-way mirror behind which observers are seated. Essentially, respondents are completely removed from the site at which the behavior under study occurs in nature.

With regard to the quantity of data produced, an online study will, by design, allow all participants to speak at the same time because question guide content is posted on the site and awaits the participant’s login during some time period communicated during recruitment. In contrast, focus groups and IDIs, by design, only allow one person to speak at a time. Based on our preliminary work, we believe the typical respondent has only about 10 minutes to provide his/her input during a 2-hour focus group, but that participant’s online counterpart has about 10 times that amount of input time.

What is more, transcriptions are automatically procured and are integrated with quantitative data collected during recruitment or previously warehoused on a database, which enables sorting of text and other data into subgroups for comparative purposes. Of course, traveling, scheduling, arranging, coordinating, and all the logistics involved in all parties’ participation in in-person methods are eliminated. As such, no time is lost on travel as it means time out of the office, being away from home and family, nor is there any carbon footprint produced.

But of major importance is the fact that study costs can be sharply reduced by using an online method for qualitative research. In the table below, relative to six focus groups, each with nine participants and lasting 2 hours, an online qualitative method requires one-third the cost, 40% less time, and will yield more than twice the data. Please note that total study time includes recruitment, data collection, data analysis, and delivery of a comprehensive report on the results of the study that includes a summary, set of recommendations, and detailed findings. The data presented in this table represents our experience-based estimates.

Study characteristics	Focus groups	In-depth interviews	Online
# Respondents	54	30	20
# Minutes per respondent	13	50	100
#Total input minutes generated by method	720	1,500	2,000
Total study time	5 weeks	6 weeks	3 weeks
Total cost of study	\$48,000	\$30,000	\$15,000
Cost per minute per respondent	\$66.00	\$20.00	\$7.50

The distinct advantages of the online method of qualitative research over in-person include:

- Computer-mediated interactions foster candidness, thoughtfulness, and essay-type responses
- Time is used efficiently and more data are collected
- Biasing effects due to the physical presence of others are eliminated
- Data can be collected in a naturalistic setting and at the time of the event under study
- Multimedia and text-based data are collected and integrated
- Data are better organized and easily sortable for subgroup analyses
- Automatic transcription
- Logistics are minimized
- Expenses are lower
- Travel, time out of the office, and carbon footprint are eliminated

For a balanced perspective on this subject, there are certain disadvantages of using online methods of qualitative research, including:

- There is no way in which any given study respondent can be authenticated other than by examining the data collected for what seems reasonable to the study investigator
- There is the potential that confidential, proprietary information that needs to be shown to study participants on screen can be photographed or videotaped by them and used at the expense and/or the detriment of the sponsoring organization
- The computer-mediated environment may not be comfortable for all types of study respondents as some may not be acquainted with different aspects of the technology or the electronic components, for example, keyboard, mouse
- Target population of study participants may be underrepresented online

An Example of Online Qualitative Research Among Employees

A study we conducted in 2011, entitled “Job Attitudes in a Post-Recession Economy,” was an attempt to test the viability of online methods for qualitative research on employees in the U.S. In this study, 97 participants provided both quantitative and qualitative data (both text based and photos) in response to questions designed to draw out their job-related experiences in 2009 compared to 2011. They were asked to rate their current job compared to “the best job they ever had” and to “other jobs available in the market that they believed they could have.” Based on their ratings, participants were placed into one of four categories shown in the quadrant map below, along with respondent proportions for each of the four categories:



As part of this study, participants were asked to upload any photo of their choice that best represented their feelings about their current job and provide detailed explanations for the photo selected and how it represents their feelings. Examples of data collected from participant members in each of the four categories are shown below, including their photo and corresponding text-based explanations.

Loyalists

- *Compared to 2009, the benefits are better, and the work environment is less stressful. The company is introducing new employee programs and perks, and it seems as if they are flourishing after the bad economy. My days are more my responsibility to plan, and I can work from home at times.*



Opportunists

- *My job today is pretty much the same as it was in 2009, except I work with another teacher. My co-workers are all wonderful and so is my boss. I did get a raise since then but I still have no health benefits. I never had health benefits with this job, that is the only downfall, everything else is the same. Healthcare insurance is something I really need, so I will continue to look for another job that offers that.*



Habitualists

- *I was miserable at my job at 2009. I would wake up and dread the day, I was teaching at a low income school and had inner city kids. I would teach them for six hours and have only a short 25 minute lunch. The best part of my day was when the last kid walked out at the end of the day, because I knew that that was the longest possible time between seeing them again. There is no other job that would give me pay/benefits like this, so I'm stuck here.*



Detractors

- *I would sign in and find out from my co-workers if there was any news about layoffs. We did not trust the information that we were receiving from the Central Offices because we had learned that our school was closing when it was reported in the Washington Post. The mood was grim. I hated the uncertainty. I hated that they "the system" seemed to be stringing us along.*



What is of particular interest in this study is that respondents' classifications into the four groups, based on their quantitative ratings, matched their text-based and photo-based input, as seen above. Moreover, the self-disclosure in much of the group's input was quite deep and expressed in poignant terms.

Leveraging Technology Has Been Done Many Times Before

Embracing new technologies to improve social research for marketing and human resource management purposes has a long history. From a review of the history of market research, for example, it is immediately apparent that advances in technology have created a number of improved study conditions in efficiency, cost, and control.

When market research began, the sole method for data collection was in person. Eventually, the advent of computer assisted telephone interviewing (CATI) gave rise to enhancements in key study dimensions. This new technology provided greater control of data collection and systematic treatment of respondents, more precise measurement, improved sample usage and quota structure management, flawless execution of skip patterns embedded in surveys, closer representation of a sample to a target population, and faster data delivery. Of course, CATI was considerably less expensive than in person, too, all things being equal. Then, online research became a revolution for

the market industry, bringing with it even better improvements along these lines and, again, drastically drove down study costs.

So, the idea of leveraging technology to improve conditions for research is about as old as the industry itself. As such, one might argue that it behooves the professional social researcher to be vigilant in seeking opportunities to leverage technology to improve quality, reduce time spent, and reduce associated costs. However, while history shows that technology improvements have provided distinct benefits for quantitative research, perhaps the time is upon us for qualitative research to reap similar benefits. Surely, online focus groups have been around for quite some time, typically done as a substitute for standard, facility-based ones when the target population is geographically dispersed. But the convergence of conditions that have turned millions of people into “professional bloggers” and the current status of Internet connectivity and digital technology has made the notion of conducting (asynchronous) online ethnographies, IDIs, and group discussions very plausible, if not compelling.

In Conclusion

As it is, ever-increasing numbers of consumers are becoming comfortable and adept at blogging their opinions each day. With the advancement in digital technology and broadband connectivity consumers are able to view research stimuli that are sent to them, and also upload images and video they send in to studies that serve as important data and are tied to their text-based input. In these exchanges, the qualitative researcher can obtain rich, symbolic data, create field notes, and collect the artifacts that would otherwise be provided in a traditional ethnography. More to the point, that researcher does so without the obtrusiveness of being on site, eliminates the cost and logistical restrictions of traveling and scheduling, and yet is still able to immerse him or herself in the culture of the behavior under study.

Social researchers have long known that in achieving certain objectives of any given study certain trade-off decisions need to be made in setting an appropriate course of action to proceed. These tradeoffs are typically a matter of balancing quality, speed, and cost (e.g., a study needs to be high quality and completed quickly, therefore it will be expensive). Rarely can market researchers offer a scenario without any tradeoffs but rather obtain something better, faster, and less expensive. Yet, these are exactly the benefits that can be enjoyed by using blogspace as the data collection medium for qualitative research as opposed to in-person, in-home, or other forms of on-site, in-person, F2F research methods. In essence, today’s technology-enhanced online qualitative studies enable researchers to have their cake and the opportunity to eat it, too.

Should You Hire BlazinWeedClown@Mail.Com?

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When a person applies for a job online, one of the first things a recruiter learns about the applicant is the applicant's e-mail address. So what might a recruiter think about an applicant who refers to himself as DemonSeed420@mail.com or FluffyBunny@mail.com? That is, would job applicants with unprofessional e-mail addresses behave less professionally than applicants with more appropriate addresses? Will CrzyBioch@mail.com be as unstable as she claims to be? Should an employer take a chance on LittleBabyLazy@mail.com?

Managers often make snap judgments about job candidates (Howard & Ferris, 1996) and do so using whatever information is available to them including the candidate's smile, clothing, handshake, small talk (Barrick, Swider & Stewart, 2010), or name. For instance, Bertrand and Mullainathan (2004) mailed resumés in response to help wanted advertisements in Boston and Chicago. The researchers mailed identical resumés, manipulating only the first name of the applicants to be either a stereotypically "White" name or a stereotypically "African-American" name. Across all industries, occupations, and employer sizes, resumés with "White" names (e.g., Greg, Brad, Kristen, and Allison) received 50% more callbacks than did resumés with "African-American" names (e.g., Darnell, Jermaine, Latoya, and Tanisha).

E-mail addresses function like names but e-mail addresses may have a greater potential to shape impressions than a given and/or family name because they can reflect more than gender and ethnicity. For example, e-mail addresses can imply skills (IronWelder@mail.com), political affiliation (BlueDem@mail.com), interests (CarGal@mail.com), and values (ProLife56@mail.com). In a study about the relationship between e-mail addresses and personality traits, Back, Schmukle, and Egloff (2008) asked 600 university students to complete the Big Five Inventory. The researchers then gave the students' e-mail addresses to a group of judges and asked the judges to guess how each student would score on the Big Five. The authors found that the judges were able to guess how the students scored on Openness and Conscientiousness. For example, judges guessed that students with addresses like Cares4Little@mail.com and Sloppy-Moe@mail.com would score low on Conscientiousness, and they were right.

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Like Back and her colleagues, we tested the relationship between e-mail address and personality, but we also wanted to know if an address could tell us something about an applicant's job qualifications. More specifically, we asked if candidates with addresses that contained references to sex, antisocial behavior, and deviant interests were less intelligent, conscientious, professional, and experienced than applicants without these types of references. We also asked if candidates with nondeviant but otherwise nonprofessional addresses including cutesy, geeky, and immature addresses were less qualified than candidates with more professional addresses.

Cognitive Ability

Cognitive ability is one of the best predictors of job performance (Hunter & Hunter, 1984; Murphy, 1989; Ree & Earles, 1992; Schmidt & Hunter, 1981). Research on the relationship between cognitive ability (i.e. GMA, *g*) and impression management suggests that individuals who use less desirable e-mail addresses may be less intelligent. Researchers have shown that cognitive ability is related to the ability to "fake good" on personality measures (Pauls & Crost, 2005). In other words, when asked to make a good impression, individuals high in cognitive ability are able to inflate their test scores on favorable traits to a greater extent than are people lower in cognitive ability. Because of the link between cognitive ability and faking, we expected that people who do not "fake good" by applying for a job with an acceptable e-mail address would score lower on tests of cognitive ability than individuals who apply using appropriate e-mail addresses.

Conscientiousness

Not only might an unprofessional e-mail address signal that an applicant is less intelligent, but it might also mean that he or she is less conscientious. Conscientiousness is a personality trait that represents the degree to which an individual is responsible, dependable, organized, and persistent (Barrick, Mount, & Strauss, 1993). Barrick and Mount (1991) found that Conscientiousness was a valid predictor of performance for a wide range of job types. Individuals high in Conscientiousness also tend to be concerned with impression management (Barrick & Mount, 1996). Impression management is most important in high stakes situations (Ganster, Hennessey, & Luthans, 1983) like job applications. Consequently, we expected that people who score high on measures of Conscientiousness would be concerned about making a positive impression and would be more likely to use a socially appropriate e-mail than would someone lower in Conscientiousness.

Professionalism

Herbert M. Swick (2000) put it aptly when he wrote, "professionalism is like pornography: easy to recognize but difficult to define" (p. 612). Though the definition of professionalism varies from industry to industry, hiring managers usually prefer professional applicants to the alternative. For example,

researchers studying e-professionalism in the medical field examined how employees use technology outside of work. These researchers find unprofessional employees are more likely to use personal cell phones to make work-related calls than their more professional counterparts. Unprofessional employees are also more likely to post inappropriate status updates on social networking Web sites (Spector, et al., 2010). With the research on e-professionalism in mind, we expected that applicants who applied for jobs using inappropriate e-mail addresses would score lower on a measure of professionalism than applicants using acceptable addresses.

Work-Related Experience

Applicants with job experience have had the opportunity to observe what is and is not acceptable in the workplace. Socialization researchers (Chao et al. 1994; Beyer & Hannah, 2002; Kristof-Brown, Zimmerman, & Johnson, 2005) suggests that the greater the experience, the greater the chance that an employee will have learned to pay attention to, and comply with, workplace norms. Consequently, we suspected that applicants with greater amounts of work experience would be less likely to use inappropriate e-mail addresses than individuals with less experience.

Current Study

The purpose of this study was to test whether applicant e-mail addresses are related to their owners' job-related qualifications. Judges rated the work-related appropriateness (inappropriate, questionable, and appropriate) of over 14,700 e-mail addresses from applicants who had completed an online battery of tests when they applied for jobs in a U.S. manufacturing distribution center. The judges then coded the content of the e-mail addresses, identifying specific unprofessional terms and phrases. Then the ratings, codes, and test scores were compiled for each e-mail address, and we tested whether applicants with inappropriate, antisocial, or otherwise unprofessional e-mail addresses scored lower on cognitive ability, Conscientiousness, professionalism, and work-related experience than applicants with more job-appropriate addresses.

Method

Participants

Participants included 14,718 individuals who had applied for entry-level jobs in a U.S. manufacturing distribution center. As part of the online application process, job candidates supplied their e-mail addresses and completed a battery of tests administered by SHL Group. Demographic information was removed from the data set, and domain names (i.e., @gmail.com or @yahoo.com) were removed from the addresses to ensure the applicants' confidentiality.

Procedure

SHL Group provided e-mail addresses for over 15,000 job applicants. The e-mail addresses were evaluated for appropriateness by 25 graduate students in the Industrial-Organizational Psychology program at Minnesota State University, Mankato. More specifically, each student was given approximately 600 addresses and was asked to “categorize each address into one of three groups,” including, “inappropriate when applying for a job,” “questionable,” and “appropriate when applying for a job.”

We tested the interrater reliability of the appropriateness ratings by asking 23 of the students to rate the appropriateness of the same 100 e-mail addresses. The intraclass correlation (absolute value) for a single measure was $ICC(3, K) = .56$, $F(99, 2079) = 35.78$, $p < .001$. The intraclass correlation (absolute value) for average measures was $ICC(3, 1) = .965$, $F(99, 2079) = 35.78$, $p < .001$. Thus, there were relatively high levels of agreement among the raters regarding the appropriateness of the e-mail addresses.

Next, the experimenters and three judges examined a random sample of 1,000 e-mail addresses. These judges created a coding scheme identifying two general theme categories and 14 subtheme categories. The first theme category was an antisocial/deviant theme. This category included the subthemes craziness/insanity, drugs/alcohol, the devil/other demonic entities, sex, and criminality/toughness/violence. The second category was labeled otherwise unprofessional. Subthemes included self-promotion, interests/hobbies, relationships with others, inspirational messages, popular culture, self-labeling youth reference (addresses containing “little, lil, baby, boi, boy, girl, or girlz”), science fiction/geeky/nerdy references, cutesy references, and odd/immature references.

Then, 25 students were each asked to code 600 e-mail addresses using the coding scheme.

The first author subsequently reviewed the content codes for all 15,000 addresses and identified possible coding problems (mistakes, peculiar judgments, etc.). He presented the problems to a panel of three raters who discussed the rating and voted on final coding(s) for each problematic address.

Finally, SHL Group provided the test scores corresponding to each e-mail address. The appropriateness ratings, content codes, and test scores were then merged into a single file. We eliminated applicants who were missing two or more tests scores, leaving 14,718 participants. See Table 1 for themes, subthemes, and example addresses. We will note that all of the example e-mail addresses used throughout this paper could be found in the study data set. We changed the address slightly to protect the applicants’ anonymity, but we maintained the address meaning. So yes, people really do apply for jobs with addresses like crazybioch@mail.com.

Measures

Cognitive ability. This 40-item measure of cognitive ability is used for the selection of entry-level employees into various positions across several indus-

Table 1
E-mail Content Coding Themes and Subthemes

Overall theme	Subtheme	Number	Percentage of total	Example
Antisocial		433	2.9%	
	Craziness/insanity	73	0.5%	insanekid2011
	Sexual	180	1.2%	free2rocku
	Demonic/devil	38	0.3%	lilwhitedevil
	Drugs/alcohol	54	0.4%	eightballjunkie
Otherwise unprofessional	Bad/mean/tough	136	0.9%	megabeastzombie
		3,230	21.9%	
	Self-promotion	737	5.0%	bballstud_23
	Odd/immature	522	3.5%	armpitfart
	Interest/hobby	1,000	6.8%	beatles4ever
	Relationship to other	163	1.1%	bestdadever12
	Inspirational	165	0.8%	servent4christ
	Popular culture	184	1.3%	ilovalamp45
	Youth reference	223	1.6%	babygrl19
	Sci-fi/geeky/nerdy	146	0.3%	cyborg8679
	Cutesy	419	2.8%	teddybear2135

Note. Total number of subthemes outnumbers total for overall theme due to e-mails containing more than one subtheme code

tries. This speeded test measures an applicant's ability to follow detailed directions in a relatively short amount of time. In addition, for entry-level positions the measure has an observed criterion-related validity coefficient of $r = .15$ using a criterion of supervisor ratings of overall performance (SHL Group, 2011).

Conscientiousness. The Conscientiousness scale used in this study is designed to discriminate between applicants who have the tendency to be aware of and follow company policies and procedures, including: working in an organized manner, returning from meals and breaks on time, and working when coworkers are not working. The scale contains 33 items. The Conscientiousness measure has been shown to have an observed validity coefficient of $r = .14$ using the criterion of supervisor ratings of overall performance (SHL Group, 2011). A sample item reads, "You are very cautious in most things you do."

Professionalism. The Professional Potential Scale was designed to predict which applicants will be successful across a variety of jobs and industries. This measure contains biodata items related to applicants' achievements, social orientation, and aspirations. Although the criterion-related validity for this measure is higher for more advanced positions, it is reasonably predictive of entry-level job performance, as demonstrated by the observed validity coefficient of $r = .20$ using supervisor ratings of overall job performance as the criterion. A sample items reads, "In the last 6 months, how many times have you been late for a work appointment?"

Work-related experience. This measure assesses applicants' personal attributes related to success in clerical or front-line customer service posi-

tions. Biodata items reflect applicant developmental influences, academic history, and accomplishments in work-related situations. These types of behaviors are positively correlated with job performance in clerical or customer service positions (SHL Group, 2011). For the positions of interest, the observed criterion-related validity coefficient is $r = .13$.

Overall score. The overall score is a weighted combination of an applicant's scores on the tests mentioned above and two closely related measures: achievement and reliability. Because achievement and reliability are so similar to the other measures, we did not create additional hypotheses for these scales nor did we examine them separately.

Results

Appropriateness Ratings

One-way ANOVAs and Hochberg GT2 post hoc tests were used for the comparison of test scores across appropriateness rating groups. The Hochberg test is useful where there are the large differences in cell sizes. We found a significant group effect for cognitive ability, Conscientiousness, professionalism, work-related experience, and the overall measure. Means for these analyses are in Table 2. With the exception of cognitive ability, the applicants whose e-mail addresses were rated appropriate scored higher than the applicants whose e-mail addresses were rated as questionable or inappropriate. Next, we examined the test scores across the content category themes.

Table 2
Mean Test Scores for Rating Groups

Test	Ratings			<i>F</i> sig.
	Inappropriate	Questionable	Appropriate	
Cognitive ability	42.16a	41.31	42.95a	$p < .01$
Conscientiousness	43.01a	44.83a	46.39	$p < .01$
Professionalism	34.14a	35.72a	37.41	$p < .001$
Work-related experience	34.16a	37.34b	41.86	$p < .001$
Overall score	41.26a	43.30a	47.11	$p < .001$

Note. Within each row, values not sharing a subscript are significantly different from one another. Cognitive ability $F(2, 14713) = 5.57, p < .01$, Conscientiousness $F(2, 14713) = 9.18, p < .01$, professionalism $F(2, 14713) = 10.09, p < .001$, work-related experience $F(2, 14713) = 53.79, p < .001$, and the overall measure $F(2, 14513) = 40.58, p < .001$.

Content Themes

We eliminated cases with overlapping codes (some addresses contained antisocial terms and other types of unprofessional terms or phrases) and compared test scores of job applicants who had antisocial only codes, otherwise unprofessional only codes, and neither antisocial nor unprofessional codes (control). Again, one way ANOVAs and Hochberg GT2 post hoc tests were used for tests score comparison. For all of the test scores except cognitive ability, the

applicants with antisocial references in their e-mail addresses scored lower than those with neither type of reference (control). Applicants with addresses that contained other types of unprofessional references scored lower than the control group for the overall score and work-related experience. See Table 3.

Table 3
Mean Test Scores for Content Theme Groups

	Content coding category			<i>F</i> sig. value
	Inappropriate	Questionable	Appropriate	
Cognitive ability	42.93a	42.52a	42.21a	$p = ns$
Conscientiousness	42.81a	44.39ab	46.01b	$p < .005$
Professionalism	33.72a	35.60ab	36.93b	$p < .01$
Work-related experience	34.08a	36.62a	40.71	$p < .001$
Overall score	41.20a	43.13a	46.05	$p < .001$

Note. Within each row, values not sharing a subscript are significantly different from one another $p < .05$. Cognitive ability $F(2, 14713) = .26, p = ns$, Conscientiousness $F(2, 14713) = 5.89, p < .005$, professionalism $F(2, 14713) = 5.09, p < .01$, work-related experience $F(2, 14713) = 29.06, p < .001$, and the overall measure $F(2, 14713) = 17.31, p < .001$.

Subthemes. We next explored overall test scores for individuals whose e-mail addresses contained specific content subcodes. For these tests, we included all of the participants whose e-mail fell in a specific code group (so long as there were at least 100 cases) and a random sample of the same number of participants whose e-mails were code free and rated appropriate. As can be seen in Table 4, 6 of the 10 subcategories in the otherwise unprofessional theme scored significantly lower on the overall measure. We limited the analyses to the overall measure so as not to overemphasize the importance of any one word or phrase as a predictor of a specific personality trait. Results were, however, interesting.

Table 4
Mean Overall Test Scores for Specific Content Subtheme Groups

Subtheme	<i>N</i>	Code group	Control group	<i>T</i>	<i>DF</i>	<i>p</i>
Youth reference	209	36.21	46.29	3.68	422.8*	$p < .001$
Sexual	176	37.66	44.07	2.19	352	$p < .05$
Love/inspirational	157	38.26	46.83	2.76	320	$p < .01$
Cutesy	416	40.21	45.63	2.78	829	$p < .01$
Sci-fi/geeky/nerdy	136	42.27	51.83	2.94	280	$p < .005$
Bad/mean/tough	133	42.59	45.19	0.73	266	$p = ns$
Popular culture	182	43.00	48.35	1.73	361	$p = ns$
Odd	518	43.22	47.15	2.23	1,025.4*	$p < .03$
Interest/hobby	994	44.09	46.06	1.56	1,975	$p = ns$
Relationship to other	162	45.35	45.71	0.11	318	$p = ns$

Note. A different random sample of professional group members was drawn for each code subtheme group comparison. The groups were matched on the n of the subtheme group.

Discussion

Applicants with e-mail addresses that were rated by judges as either questionable or inappropriate scored lower on most of the preemployment tests than people whose addresses were rated appropriate by judges. The test score differences between individuals with questionable versus inappropriate e-mail addresses were minor. That is, there is not as strong a distinction between questionable and inappropriate e-mail addresses as there is between appropriate e-mail addresses and either of the less professional groups.

There was a similar pattern of results when we compared applicants with antisocial and otherwise unprofessional terms in their address to a control group whose members did not have any unprofessional reference in their addresses. The applicants with antisocial references scored lower than the control for all of the variables except cognitive ability. The applicants with otherwise unprofessional terms in their addresses scored lower on experience and the overall measure.

The findings for Conscientiousness are congruent with previous research in that individuals who are evidently less concerned with social desirability score lower on the measure of Conscientiousness. The same is true for professionalism; those who post inappropriate things on social networking sites, or in this case apply for a job with a less than professional e-mail address, score lower on professionalism than those who do not. As expected, individuals with no unprofessional references scored higher on the measure of work-related experience than those with either type of unprofessional reference.

There were no significant differences in cognitive ability between individuals with or without antisocial/deviant e-mails and with or without otherwise unprofessional e-mail addresses. We were surprised that cognitive ability was not consistently related to the appropriateness of the e-mail addresses. One possibility is that some of the inappropriate e-mail addresses could have been created by bright kids with nonconformist or antisocial tendencies. We pictured the kind of kids who pride themselves in their idiosyncrasies and enjoy shocking their parents and peers. Certainly more research could be done in this area.

After coding 15,000 e-mail addresses, we were able to draw a few additional conclusions about job candidates and their addresses. For instance, the most professional e-mail addresses simply included the applicant's full name, but this did not always help candidates like Davis Slow, John Hardman, or Earnest Seldom.

Many e-mail addresses can be blamed on the whims of youth (Varsity-Boy, MrThundercat, ArmpitFart). However, it is easy to obtain a new e-mail address. Failing to change an unprofessional address may tell us just as much about an applicant as choosing an inappropriate address as an adult.

There were also addresses that simply made us smile: the ironic: TheOne224; the literal: RememberThisName; the oblivious: IMGenuis; the equivocal: Suesoiler; and the maddening: johnallcaps.

Implications

The findings of the study are important for both employers and job applicants. For employers the findings might generalize to other jobs and suggest that applicants with unprofessional sounding e-mail addresses may score lower on preemployment tests and therefore be less qualified than applicants with professional or neutral e-mail addresses. However, we would caution the hiring manager who wants to use only e-mail addresses to screen applicants. Although there are significant differences between applicants with appropriate versus questionable or inappropriate e-mail addresses, the effect sizes are not large. There is a difference of roughly 10% between the high and low group means on each of the measures. Thus, rather than using e-mail addresses to screen applicants, we suggest viewing the less-than-professional e-mail address as a yellow flag. Let the preemployment tests or other forms of applicant qualifying measures (e.g., resumés, interviews) inform the hiring decision, but keep an eye on individuals with less than professional e-mail addresses throughout the hiring process.

As for applicants, we can offer this advice: if you are using an unprofessional e-mail address, change it. There appears to be no advantage and potentially many disadvantages to using an antisocial or otherwise unprofessional e-mail addresses when applying for a job. Further, references to 420, 69, 666, 8 balls, and crunk are not exactly inside jokes. It is free and relatively easy to create a new e-mail address so there is no excuse for applying for a position using an e-mail address like demonseed@mail.com.

Limitations

A limitation of this study is that students conducted the ratings of appropriateness. Although these students are well informed about hiring rules and practices, they had very limited experience in hiring settings. It would be wise to test the results with seasoned hiring managers.

Another limitation of this study is that we did not have access to the hiring decision for each applicant. If we had been able to access this information, we could have tested the differences in hiring rates between applicants with appropriate, questionable, and inappropriate e-mail addresses. This would have allowed insight into recruiters' perceptions of the applicants.

One more limitation of this study is the absence of demographic information regarding the applicants. We suspect that some of the less professional e-mail addresses are a byproduct of youth. However, without access to the applicants' age or gender, we could not make any conclusions regarding what types of applicants are more or less likely to have inappropriate e-mail addresses.

Further Research

The possibilities for additional research in this area are exciting. It would be interesting to examine the applicants' decision making regarding the

choice of e-mail address. Do e-mail addresses reflect Jones and Pittmans' (1982) self-presentation taxonomy including ingratiation, intimidation, self-promotion, exemplification, and supplication? Researchers could also examine recruiters' impressions, hiring decisions, and applicant job performance in relationship to applicants' e-mail addresses. Research on recruiters' impressions could be done by giving recruiters equivalent resumés sent from different e-mail addresses and testing recruiters' preferences. Examining hiring decisions in relation to applicants' e-mail addresses would allow researchers to determine whether applicants with appropriate e-mail addresses are selected at a higher rate than applicants with less appropriate e-mail addresses. Finally, testing the relationship between applicants' e-mail addresses and their on-the-job performance would allow researchers to determine whether it is valid to screen applicants based on their e-mail address.

Finally, 5% of the applicants in our study had an e-mail address that included a date that could be interpreted as a birthday or graduation date. This made us ask how employers should handle information contained in e-mail addresses that identifies the applicants' age, parental status, religion, sexual orientation, or ethnicity (KristiesMom, KingJames12, GayProudNow, PuertoRic1959)? Perhaps e-mail addresses need to be electronically screened for information regarding personal information and protected classes.

Conclusion

Exploring the relationship between applicants' e-mail addresses and various personnel selection measures and metrics will allow researchers and practitioners to better understand the differences between applicants with professional versus unprofessional e-mail addresses. Moreover, conducting further research related to applicant e-mail addresses may allow practitioners to incorporate applicant e-mail addresses into a selection system.

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A Tuftean View of Competency Model Graphics

Thomas A. Stetz
Hawaii Pacific University

Competencies. They're everywhere. In fact, I predict that a competency will someday save the world. My money is on the timeless classic *leadership* (but I am not ruling out *results orientation*). There is no hiding from competencies, especially if you are a consulting I-O psychologist. A competency tiger team will eventually hunt you down and pay you good money to develop a competency model. I must admit that at times I have imagined myself as a caped super hero named the Competency Crusader. I have the supernatural ability to leverage the synergy of a room of SMEs to bring about a mission-critical paradigm shift by mapping the core competencies of an entire organization in a single afternoon—with a couple of 15 minute breaks of course. As the Competency Crusader I am so powerful that *all* the SMEs even return from the breaks...*on time*.

Another power of the Competency Crusader is creating stunning visual displays of the completed model. Campion et al. (2011), in their review of best practices of competency modeling, stated that job analysis normally uses lists to communicate job information. However, competency modeling often augments these lists with visuals to enhance memorableness. It has been known for some time that social scientists (including I-O psychologists) fail to leverage the power of good visual displays (Stetz & Burns, 2009, Stetz, Button, & Porr, 2009, Stetz, Button, & Scott, 2011). One explanation for this general lack of enthusiasm for visual displays is that I-O psychologists receive little (more likely no) training on the visual display of information. Thus, I decided to further investigate the one area where I-O psychologists regularly use them: competency modeling.

To begin, I scoured the Internet for competency models. Actually, I simply typed "competency models" into Google then clicked on images. What did I get? According to Google, "about 1,440,000 results (0.16 seconds)." Like most of you reading this, I like large sample sizes. Nearly 1.5 million images, however, was just a little too much even for my secret alter ego the Competency Crusader, so I knew I somehow had to limit my focus. I typed "core competency models" and got "About 1,260,000 results (0.09 seconds)." This was a little better but still just a tad out of my ability and availability. I knew what I had to do: Acknowledge real-world constraints and simply use a convenience sample of the first one hundred returned results. (I hope my undergraduate research methods students aren't reading this.)

A preliminary review of the returned images found that they varied substantially in their use of shapes and colors. I found circles, rectangles, and triangles. I even found a star, a hexagon, and a puzzle. Furthermore, I found their 3D cousins: spheres, cubes, pyramids, and even a couple cylinders.

Then came the most shocking discovery of all, shapes made of other shapes. Yes, a triangle made out of circles. A pyramid made out of cylinders. And so on. It was nearly inconceivable. My mind was ablaze. My first thought was to tackle this like an academic I-O psychologist. I needed to perform an exhaustive lit review, write a 30-page introduction; develop a coding scheme involving types of shapes, number of shapes, what colors, number of colors, primary colors versus hues, and so on; somehow work in SEM or multilevel modeling; and tie it to a sound theoretical model to boot. It goes almost without mentioning that it would be topped off with a 20 word title with—a colon.¹ However, that seemed rather complicated for a short *TIP* article.

I decided to turn to Edward Tufte for guidance and take a Tuftean view of competency model graphics. Tufte (pronounced Tuf-TEE) has been called the da Vinci of Data by *The New York Times* (Shapley, 1998) and the Galileo of Graphics by *Business Week* (Adam, 2009). His self published books have sold over 1.5 million copies (at \$40-plus a book I would say that's a decent living). His trilogy are probably his best known books, *The Visual Display of Quantitative Information* (1983), *Envisioning Information* (1990), and *Visual Explanations: Images and Quantities, Evidence and Narrative* (1997). How would he evaluate the images of the competency models I found?

One key point that Tufte makes is that flashy graphics can be content poor. Content should always be king. He often talks about chartjunk and this junk often obscures the fact that the rest of the content is junk as well. Chartjunk can be a lot of things. It can be distracting and unnecessary patterns and shapes, overbearing colors, and pointless perspectives and dimensions just to name a few.

Tufte also believes that one should maximize the content to ink ratio. Most of the models I found relied heavily on color. In fact, the first returned item was a pyramid with 15 levels and 4 embedded circles. It was hard to tell the exact number of colors or hues used, but I believe that nearly every level and circle used a slightly different color. That's a lot of ink. Did this help me understand the model any better? No. Information should be a figure's priority. Colors should only be used when they serve a purpose and convey important information. They should not be disruptive and distracting. Just because we can use a lot of colors doesn't mean we always should. My first conclusion is that most images of competency models overdid it on the number of colors.

Tufte is also a strong adherent of using natural colors and shades (those that are actually found in nature). There was nothing natural about the colors I found on the images. Some I didn't even think were possible to create. He also suggests using a single hue, not the entire color spectrum. If you are going

¹ The Competency Crusader's dissertation chair, Dr. Hook, once told him that if he managed to write a title with two colons he would see his smiling face on the cover of the *Rolling Stone* and when that happens he should buy five copies for his mother. Younger readers please feel free to modify this last line inserting B. Mars as the chairperson and that he would be on the cover of *Forbes* magazine smiling next to Oprah and the Queen.

to use strong primary colors or colors from different hues then they should be used sparingly. And they should be used only to call out very important distinctions, otherwise they become overbearing and distracting. Thus, my second conclusion is that we need to be better in selection and use of colors.

Another belief of Tufte is that diagrams should only use perspective when it helps convey important information. Of the first 100 returned images, 20 competency models incorporated some sort of dimensional perspective. To make matters worse, by my count 27 of the images were not even of competency models. Thus, 27 of 73 models used a 3D perspective. That's over 27%. Nearly all of these were pyramidal in nature. The addition of an unnecessary third dimensional perspective does nothing to add to the competency information. In fact it often distracts from it and requires additional processing time for the viewer. Third conclusion: Although there may be power in pyramids, we need to cut back on their use in graphic competency models.

Tufte might comment that we should show our data. Good competency models have a lot of data behind them. I didn't, however, find a single model that conveyed any of this information. How important or critical is each competency to successful performance? This was never conveyed in any of the diagrams. Obviously, each competency isn't of equal importance or of equal criticality. We most likely have some data behind the pictures. Why don't we incorporate that more in the competency model diagrams? I will concede that many of the diagrams used a pyramid or triangle. Thus the diagram suggests a hierarchy, but I question if there is any evidence to support the hierarchy. My fourth conclusion is that we need to better incorporate data into the display of competency models.

Utilizing both macro and micro views is another critical design element of Tufte. In other words, simply by looking at the diagram the viewer should get the big picture. Then he or she can zoom in and investigate more specific areas of interest. Adding detail to help clarify is an unconventional design approach, but it is not the amount of detail that is provided but how that detail is arranged. Furthermore, because humans are so good at extracting information visually, as long as we follow good design principles we should be able to incorporate great detail without a loss of clarity. Unfortunately, most models just gave a basic overview of the competencies. Thus, my fifth conclusion: We should get more creative with the use of layering, call-outs, insets, and other strategies giving the viewer the big picture as well as allowing him or her to further investigate important details.

A number of years I ago I was working with a contractor who happened to have a graphic artist on staff. Even though it was outside of the scope of their work, he asked his graphics guy to put together a few slides for us to use in an executive-level briefing. They looked great to me, but how effective were they? The executive actually stopped the meeting and commented on the slide. She asked one of her managers why the other groups that work for

her “can’t put together stuff like this.” The slides had excellent use of color. They were clear and easy to understand. The reader could easily pull out the concepts we trying to convey. The slides generally adhered to the Tufte rules above. Overall it was a hit. It was so much better than we could have put together on our own using PowerPoint pyramids clip art. I am not advocating style over substance. As I-O psychologists I think we all understand the importance of substance. In fact, I believe that is often what sets us apart from other professions. We as a group are quite scientific, rigorous, and exact in our approach to work problems. However, sometimes we lack pizzazz when we use long boring tables and reports. If anything we could be accused of emphasizing substance at the expense of style. Our competency models need to change from broken taped glasses to contacts. We need to dress them up in a nice Brooks Brothers suit rather than the nerd clothes they often wear today.

Diagrams are about reasoning and evidence, which is right up our alley. But they are also about visual thinking. If our competency diagram’s only purpose is to present a list of competencies, I would think a list would be just as good. Although I applaud the competency modelers’ efforts at increasing the memorableness of the resulting model, I believe we still have a long way to go. Good content can be ruined by a bad design. Bad content can’t be saved by a good design. The Competency Crusader says let’s have great content and great design.

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Distinguished Scientific Contributions Award: How to Publish Like Heck and Maybe Even Enjoy It*

Michael A. Campion
Purdue University

Given the purpose of this award, I thought it was most appropriate to devote my talk to how to publish a lot of articles. I thought this might be of interest to young scholars in the field and maybe even a curiosity for established scholars. I considered giving a content-oriented talk, such as on my recent research on structured interviewing, but **Fred Morgeson** told me that people can read my research, so I should give a talk on how I got the research record to win this award. So if the speech is not interesting, it is his fault.

For ease of exposition, I will give my advice in terms of a list of specific suggestions, and I will break the list down in terms of subtopics.

How to Be Productive

1. *Work hard and long.* This may seem too obvious. Unless you are a lot smarter than other people (which is unlikely) or you get lucky (which you can't count on), the best way to produce more than other people is to work harder. I have found that the sustainable upper limit is 60 hours a week. More than that and you feel like you are working all the time.

2. *It is a marathon, not a sprint.* The best strategy is to work regular hours every day rather than work in spurts. Turtles are successful in this business, not hares.

3. *Do an increment a day.* One of the most successful work strategies I ever happened upon occurred to me when I was doing my first major project, my master's thesis in the 1970s. Most students stall out when doing their theses or dissertations. They usually get distracted by short-term deadlines, such as classes to teach, while always planning to spend days of future-focused effort that they never do. Months go by with no progress. An effective strategy is to instead set a goal to do some increment of progress every day, no matter how small, such as one table or paragraph. You must require yourself to achieve this goal or you cannot go home. The trick is that if you do an increment a day, you will eventually finish the project. And small achievable goals are very motivational. I think people get overwhelmed by the magnitude of the project when it comes to theses or dissertations, and so they procrastinate. A long journey is but a combination of a lot of small single steps, or however the saying goes. This insight occurred to **Bruce Avolio** and me while doing our masters theses in 1977, and we were the first among our peers to actually finish our theses because of it. My master's thesis was published as Campion and Lord (1982).

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4. *Be totally focused.* Here are some test questions to see if you are focused: What do you do first thing in the morning? Do you check your e-mail? Do you prep for class? What if you are getting close to leaving for the day and you have 30 minutes left? What do you do? Do you work on little tasks that can get done in that amount of time? I suggest that you ask yourself, what really matters to my career success? Few people fail in their careers because they did not check their e-mail often enough. When you get to the office, you should go immediately to work on your research. Check your e-mail later on when you need a break. If you have 30 minutes left at the end of the day, spend it on your research. Even a little tiny bit of progress on something that matters is better than finishing some little task that does not matter. Do not be distracted by deadlines for less important tasks. If you have to teach later in the day, do not plan your class first thing in the morning. Work on your research until it is time to prepare for your class but not a minute before. Most people fail to finish graduate school or get tenure because of lack of progress on their research, rarely because of their teaching.

5. *Go Bulldog!* Although the incremental approach is useful advice earlier in the research project, there is a time when you must put out a lot of effort to get the paper out the door. I have found that a useful strategy when a project gets close to completion is to focus total effort. You must bite down and hang on. We call it “Going Bulldog!” We joke that we do not sleep, shave, wear deodorant, or do anything unnecessary until the work is done. This is a euphemism, of course, for focusing total effort on that single project until it is out the door. It is necessary because the last 20% of the project seems to take another 80% of the time. If you do not focus total effort, it seems like you can never finish a project.

6. *Practice, practice, practice.* Publishing is just like sex; you must practice, practice, practice, or at least that is what you tell your sweetie. Like any learned skill, publishing takes practice. Especially early in your career, like when you are a student, it is OK to write up datasets and send them off to low-grade journals to get practice writing complete articles, dealing with reviewers, and bringing work to completion. These will not make the key difference in terms of landing a great academic job, but they show good activity and they will help you refine your skills. Examples on my resume include Campion (1978, 1980). (But see the caveats below about not spending too much time on low quality research.)

How to Pick Research Topics

1. *Don't just study what interests you.* I have found that most topics become interesting once you start studying them. Using your native interests to guide you early in your career is misleading because you do not really know what interests you yet. It is amazing how things magically become really interesting if you are successful researching them. The more you learn about something, usually the more interesting it will get.

2. *Have your cake and eat it too.* Study topics that have practical implications. We are an “applied” science. We do not do “basic” research. Our role is to help organizations and workers be more effective. Study topics that companies and workers care about. This has the additional benefit of getting organizations to support your research and possibly even pay you for it. Also, it is a big kick to see your research influence hundreds or thousands of people’s work lives. We can have an impact on the world in many ways for which we should be proud (Campion, 1986).

3. *Study topics that have broad readership (and avoid trends).* If you study selection, thousands of people will read your research. If you study some esoteric attitude, few people will read it or cite it. As such, avoid the tendency to study new topics because they are new. Traditional topics are traditional because they are of long-term value to the field. Also, if you study trendy new topics, there is a good chance that your research will not be relevant in 20 years, and you will have the displeasure of realizing that you have not really had any lasting impact on the field.

4. *Consider the number of journal outlets.* Make sure there are at least two A-class journals that will publish on your topic so you will have at least two bites at the apple.

5. *Avoid the well-known pitfalls.* Lab studies are very hard to publish in our field. Common method variance, like collecting all your data on a single survey, is usually considered a fatal flaw by the top journals.

6. *Study what you can study well.* Articles get rejected more for methods than topics, so study topics that you can study well. See the Article Review Checklist for what reviewers look for (Campion, 1993).

7. *Study topics for which great data become available.* There is nothing wrong with picking topics to study because a good dataset becomes available to you.

8. *Swipe ideas from other fields.* How does that expression go? “Stealing from one is plagiarism, stealing from many is research.” An excellent way to make a contribution to our field is to borrow theories, methods, or ideas from other related fields and apply them to the problems in our field. Remember, we are an “applied” science, meaning our role is to apply science, so this is what we are supposed to do. We borrow from other areas of psychology, of course, but also consider other fields that study related phenomena (e.g., other areas of business, other social sciences, engineering, etc.). For example, I have been able to contribute to I-O by borrowing ideas from human factors and engineering in the study of job design (Campion & Thayer, 1985), ergonomics and work physiology in the study of physically demanding jobs (Campion, 1983), economics in the study of compensation (Campion & Berger, 1990), and law in the study of international issues (Posthuma, Roehling, & Campion, 2006). A point of caution is necessary, however. Most top journals are oriented to specific disciplines, so pure interdisciplinary work where the contribu-

tion is simply the use of multiple disciplines may be hard to publish. You must borrow from other disciplines and bring the knowledge home to solve problems in your discipline rather than trying to stand in between.

9. *Study different topics.* Do not become “thematic” too early. Take on new projects and new topics. Try different things. There is a strong tendency to want to specialize in limited topics so that you can make an impact in an identifiable area, which is important to promotion in academic jobs. The problem is that this tendency occurs too early, such as when you are still in school, which limits exploration into new areas. You cannot find your true love without doing a little dating around. There is a tension between wanting to study thematic topics, so you can be identified with a unique contribution and because you know the literature, versus the many advantages of studying new topics. For example, some of the best insights occur when scientists approach a research area for the first time. You will not be encumbered by traditional views. Also, how do you grow professionally if you do not take on new topics? I am willing to study most everything, and I have. (By the way, this also makes you a more effective consultant.)

10. *Be creative methodologically.* Publications do not always have to be surveys, despite their omnipresence in our journals. In fact, surveys trying to test box-and-arrow models are a very weak methodology and have probably advanced the science as much as they can. It is time for new and better methodologies. Some of my best research used observations, interviews, aptitude tests, quasi-experiments, or other methods. You might learn some new tools and have some fun at the same time. If you have strong or creative methods, reviewers will help you make the article publishable. If you use a survey, they will be looking for a reason to reject you.

11. *Watch for megatrends.* One example in my life was teams. I saw the wave rising and got in on it in the early 1990s. The result was my most cited work (Campion, Medsker, & Higgs, 1993; Stevens & Campion, 1994, 1999). Another example is structured interviewing. We saw that one coming and got in on it early (Latham, Saari, Pursell, & Campion, 1980; Campion, Pursell, & Brown, 1987; Campion, Palmer, & Campion, 1997). We have also paid attention to job analysis trends, such as O*NET (Peterson et al., 2001) and competency modeling (Campion, et al., 2011). We are also trying to start some new trends ourselves, such as the study of inaccuracy in job analysis (Morgeson & Campion, 1997) and the study of faking in the interview (Levashina & Campion, 2007).

12. *Listen to smart students with applied experience.* Stan Malos was an attorney returning to school for a PhD. He had some real insight into how professional service firms like law firms worked, which he turned into an *AMR* and an *AMJ* (Malos & Campion, 1995, 2000). Carl Maertz was an internal consultant in a major corporation with some real insight into turnover, which he turned into an *AMJ* and several other articles (Maertz & Campion, 2004; Maertz, Stevens, & Campion, 2003).

13. *Publish your applied projects.* This is perhaps my most effective strategy. Out of the 114 publications on my resumé today, 33 (30%) came directly or indirectly from applied projects.

How to Publish Applied Projects

1. *There's a pony in there somewhere.* You should look at every applied project as though there is a publication in it, and your job is to find it. If you cannot find it, you should simply continue to think about it until you figure it out.

2. *Don't ask permission.* The topic of asking for "permission" to publish a dataset merits brief discussion. First, never ask corporate attorneys for permission. Attorneys will virtually always say no because it is their job to say no to most everything. They are only rewarded for minimizing risk regardless of the potential benefit to science. My preference is to disguise the organization's identity in the article to such an extent that asking for permission is not necessary. This may require being vague about some details of the sample, jobs, and setting, but this is a reasonable tradeoff compared to not publishing the study at all. If the reviewers ask for more details, you can tell them in your response letter, but do not put the details in the article. I have found that editors will usually understand this explanation. There are a couple more key points about permission. If you must ask permission, you might let the company sponsor see some examples of published research articles. They usually think of publishing as something in the newspaper (i.e., highly visible, focusing on the extremes, and taken out of context). They have no concept of scientific articles (i.e., technical, thick, boring, and uninterpretable to the layperson). Scientific articles are a sure cure for insomnia, as one of my clients once put it. Finally, our articles are not like publishing trade secrets. They usually focus on theories and methods, and the actual details of the setting and the specific results are of less interest. Besides, using the findings of our studies requires dedicated managers, significant investment, and technical expertise, and cannot simply be stolen like a formula for a new product.

3. *Coauthorship is free.* Liberally include your bosses, company sponsors, and others who can help you get data. This also gives the company some good public relations benefit because they are sharing knowledge, which may make them more likely to take an interest in the project, sponsor your research, and allow the data to be published.

4. *Link up at SIOP.* One of the many wonderful things about our science is that we are still at the stage where most of us are both scientists and practitioners whether we are in academic or applied employment contexts. However, this creates a dilemma. If you are in academe, you often lack access to datasets and research sites, but if you are in applied settings, you do not have the time or reward system to publish. The key is scientist-practitioner linkups, and SIOP is the place to make that happen. Seek those in employment settings opposite your own for your mutual benefit. I have had a great

many link ups; examples include Campion, Fink, Ruggeberg, Carr, Phillips, and Odman (2011); Maertz, Wiley, LeRouge, and Campion (2010); Morgeson, Delaney-Klinger, Mayfield, Ferrara, and Campion (2004); Bauer, Truxillo, Paronto, Campion, and Weekley (2004); and Bauer, Truxillo, Sanchez, Craig, Ferrara, and Campion (2001).

5. *Don't be afraid to ask for data.* When you meet executives, ask for their help. You might be surprised at what they are willing to do. Helping universities and college professors is a good thing that many organizations want to do. Take advantage of it. I once had an executive in a *Fortune* 500 company send me all the data on their compensable factors for all their jobs, something that lower level managers thought was too sensitive, which I parlayed into a *PPsych* article (Campion & Berger, 1990).

6. *Use favors.* When I left IBM to go to Purdue in 1986, I offered to do a particularly difficult job for them if they would do me a favor—help me get some data. I collected enough data to get a *JAP* and two *PPsychs* (Campion, 1988, 1989; Campion & Berger, 1990)

7. *Get there before data collection begins.* The problem with publishing existing datasets is that there is often some key weakness that could have been avoided if planned in advance, such as a missing measure or research design limitation. The old expression about an ounce of prevention being better than a pound of cure applies here.

8. *Be looking for multiple needles in the haystack.* Be willing to study different topics. Be flexible theoretically. If you only want to study a narrow set of topics (or if you only know a small amount of the literature), coupled with the fact that organizations often define their needs very narrowly, it is like two needles trying to find each other in a haystack. Be willing to study the organization's problem. Not only might you have important insight when you approach a new topic, a point noted previously, but it is much more fun to get paid and get a publication at the same time.

9. *Bring multiple theories to bear.* Make solving the applied problem your central focus. Start by digging into the literature, finding literature that is relevant, and applying the literature to the problem. The applicability and limitations of our theories and methods will reveal publishable research topics. Comparing how different theories address applied projects is almost always interesting and can often be a contribution to the literature because it pits the theories against each other. That was the key insight in my job design research (Campion & Thayer, 1985) and also my research on turnover (Campion & Mitchell, 1986; Campion, 1991).

10. *Be open to insight.* Don't let a total focus on your favorite theory and hypotheses blind you of fortuitous insight. For example, I was once doing a study on training needs, but interviews with executives revealed that the real driver of career development was the movement of employees between jobs. The result was an *AMJ* on job rotation (Campion, Cheraskin, & Stevens, 1994) and a long-term understanding of how work assignments are the most

important developer of management talent, which paid off in many subsequent research and consulting projects.

11. *Study anomalies.* If you see something odd in an organization that does not fit our current theories, study it. You might discover something new. For example, I once encountered a situation where employees were passing up seniority-based promotions. We called them “frozen employees.” We did a little study and got a *JVB* publication (Campion, Lord, & Pursell, 1981). Another time we observed that temporary employees were sometimes chronically underemployed. We called them “marginal temps” in contrast to “satisfactory temps” for whom the temporary work fit their current employment needs. We discovered that these marginal temps were also associated with counterproductive work behavior and published our findings in *Industrial Relations* (Posthuma, Campion, & Vargas, 2005).

12. *Take advantage of potential natural field experiments.* Quasi-experiments are virtually always better than cross-sectional designs, and they are possible more often than you think if you look for them and if you try to argue for their value to the organization. For example, we once did a quasi-experiment on an interviewee training program when I was at IBM because, quite honestly, we did not know if it would work, and we did not want to roll the training out across the organization without some proof. We reported the result in *PPsych* (Campion & Campion, 1987). In another instance, management at Allstate agreed that it was important to find out the best new job design before it would be rolled out across the organization. Different geographically dispersed units were trying different things. We used this natural field experiment to discover the best design that we reported in *JAP* (Campion & McClelland, 1991). In yet another example, we were implementing work teams in a Donnelley factory. We were able to use a sister factory as the control group, which we also reported in *JAP* (Morgeson, Johnson, Campion, Medsker, & Mumford, 2006). In a final example, we were redesigning jobs at Eli Lilly, which we reported in *PPsych* (Morgeson & Campion, 2002).

How to Be Productive as a Student

1. *Publish term papers.* Students should view every term paper as a publication opportunity. I published several articles that came out of term papers. Several types of publications can come out of term papers. The first is the traditional review of the literature where you summarize the literature, critique it, and propose areas for future research. An example from my resumé is Campion (1983). The second is a practitioner paper where you summarize “best practices.” These latter papers do not help you get an academic job, but they show activity, they help with your teaching, and they are good for consulting. An example from my resumé is Campion and Phelan (1981). A final type is simply a writeup of a small study or dataset you analyzed for a class. An example from my resumé is Campion and Goldfinch (1983).

2. *Only try to do A-class research.* Never start a research project that, if it turns out well, will still only be a B-class publication. First, the payoff from A-class publications is infinitely larger. In fact, publications in the top journals (e.g., *JAP*, *PPsych*) are the most important factor to promotion at the top schools. No amount of lower level publications will be equivalent to an A-class hit. It is like the difference between jumping a 2-foot hurdle (which most everyone can do) and a 4-foot hurdle (which few can do). Second, you may underestimate what it takes. Research studies intended for A-class outlets often end up in B-class outlets. Those intended only for B-class outlets at the start may end up in a C-class outlet or being unpublishable, and you have wasted your time.

3. *Cut the data thick.* Avoid the tendency to slice up a dataset into multiple related publications. The world of work is complex and multivariate, and studying underspecified models does not advance our knowledge. Plus, you may slice the baloney too thin, making the contribution too little to be publishable. It is hard to get into the top journals, so you should give them everything you have each time. Also, reviewers are watchful for this problem and will punish you for it. The *APA Publication Manual* expressly forbids piecemeal publication. I thank Don Schwab for this insight early in my career.

4. *Work with different people.* This profession, as well as most sciences, has an apprenticeship training model. You learn initially by working with an established member of the profession. As a student, you should work with several different faculty members to learn their different approaches and specialty areas. However, you should do the same after you finish school. Seek out other people you find interesting. It is appropriate to approach a stranger, either in person at a conference or by e-mail, to discuss their research and develop a relationship. This could be someone else at your career stage or a more senior person. Senior folks often have datasets and key insights as to the publication game but no time to write up the articles. It is a perfect match. Examples from my career include **Chad Van Iddekinge** and Julie McCarthy, both of whom I met at SIOP. And, of course, you should also work with junior faculty at your school. Although I have not done this extensively, a good example would be **Deidra Schleicher** at Purdue. We have all had a fun and productive relationship that resulted in four A-class publications (McCarthy, Van Iddekinge, & Campion, 2010; Schleicher, Venkataramani, Morgeson, & Campion, 2006; Schleicher, Van Iddekinge, Morgeson, & Campion, 2010; Van Iddekinge, Morgeson, Schleicher, & Campion, in press).

5. *Go study the animal in its natural environment.* Get out of the office and into the field. Most every new area of research should start with gathering qualitative data. Go interview managers, talk with employees, observe the work, ask lots of questions, and keep your eyes open for potential insight. This will make your theories more accurate, your research more relevant, and your stories in class more interesting. It may also get you consulting projects, and it is a good time.

6. *Don't put all your eggs in one basket, but don't have too many baskets.* Students developing a research record should carefully manage their number of eggs and baskets. Getting involved in too many projects may result in making insufficient progress on any of them, getting involved in too few may leave you with an empty basket. I have always thought that a good rule for students is to have three high-quality projects going at any given time.

7. *Do not play the probability game.* Many students look at the probability of getting an article accepted in a top journal and presume that the best strategy is to submit a lot of articles. This is a precarious strategy because if you do marginal quality research, all of your articles will be rejected, but if you do only top-quality work, they will all find a good outlet.

8. *The odds are better than they appear.* The low likelihood of acceptance into the top journals (e.g., 15%) may seem discouraging. However, there are several top quality journals, and you will likely resubmit your article to another journal if it is rejected. As such, your chances of an A-class hit are probably more like a third. Probably another third get into good B-class journals. Therefore, if you keep at the publishing game long enough and do not give up, you will succeed. This also suggests that you should study topics that fit the mission of multiple good journals so you have multiple opportunities to resubmit, as noted previously.

9. *The secret to dealing with reviewers is to wear them down.* Basically, articles get accepted when the reviewers can no longer find a good reason to reject them. Therefore, it is somewhat of an endurance game. Unless the editor tells you specifically that you cannot resubmit, you should always revise and resubmit. Don't worry if the editor says it is "high risk." This is just editor speak for wanting you to try really hard to address all the problems raised. You know your study better than the reviewers ever will, so you have the advantage. Moreover, you have everything to gain. Keep revising and resubmitting until you wear them down. This lesson learned must be properly credited to **Fred Morgeson**, my former student and frequent coauthor, who ironically became a journal editor himself at *PPsych*. Now authors are wearing him down.

10. *Give them what they ask for.* If editors ever say, "If you had only done X, the article might have been publishable," you should go do X immediately and resubmit it. For example, if they say you should have collected some additional measure, go collect that additional measure. It does not have to be another full study but perhaps a small supplementary study to address some specific issues. If they criticize you for doing a lab study, do a little field survey to show that people in the real world have some similar thoughts. If they criticize you for common method variance, collect some additional data on a key measure to show convergence between methods. It may not fully solve the problem, but it shows a good effort. If you do this additional study, which is virtually always easier than a complete new study but more effort than other authors are willing to do, the editor is in a tough spot to reject your paper. **Talya Bauer**

was fantastic at this. She got many publications this way. Ironically, she is the editor of *JOM* today. I wonder if she ever says this in her decision letters.

11. *Publishing is sort of like cats fighting in the night.* Do not be put off by the apparent negativity of the publication process with what feels like a sole focus on criticisms. That is simply the way scientific contributions are judged. Like cats fighting in the night, it may seem like they are killing each other but they are actually making more cats. Scientists argue, but their real goal is to make more and better science and scientists.

12. *Publish even if you go into practice, and do some applied work even if you are an academic.* Following from the above, everyone should strive to live in both worlds to some extent. This is not only good for the profession by making both our research and practice better but also can be good for your career. In these uncertain times, it is good to have career options, and you might tire of one career and want to try something new. I am a good example. I spent 8 years in industry before going academic, and in my latter career as an academic, I have become extensively involved in consulting. The key to making the transition is to have both types of skills. If you want an academic job, you must have a publication record; if you want to do applied work, you must have experience doing real-world work.

How to Sustain Your Productivity in Later Career

1. *First assist, then lead, and finally coach.* Scholars can and should play different roles at different points in their career. If you are too busy to lead in your later career, then it is fine to coach others and take a junior author role. In fact, that may be the most appropriate role for senior scholars. I am the last author on everything I do these days.

2. *Publish applied projects.* There is a natural tendency to focus more attention on earning money and somewhat less on just publishing articles as you grow older. What many productive I-O psychologists do is publish their consulting projects. **Ben Schneider** called this his “consulting research.”

3. *Review the literature.* At later career stages, you may be in the best position to see trends over time and put things in perspective due to your vast experience, so this is a perfect time of life to review the literature. Moreover, in consulting projects and expert witness court cases, it is always good to start with a review of the literature, so publish the literature review. There are many examples on my resumé (e.g., Campion, Posthuma, & Guerrero, in press; Levashina, & Campion, 2009; Posthuma, Morgeson, & Campion, 2002; Posthuma, & Campion, 2009).

4. *Stir things up a little.* Sometimes at a later career stage, you are in a good position to identify and draw out controversy in the field. These controversies should be published to document them in the hope that this will lead to their resolution (e.g., Campion, Outtz, Zedeck, Schmidt, Kehoe, Murphy, & Guion, 2001; Morgeson, Campion, Dipboye, Hollenbeck, Murphy, &

Schmitt, 2007). You will notice that Kevin Murphy is a coauthor in both articles. That illustrates another lesson. If you are going to a fight, bring along big strong friends who aren't afraid to mix it up.

5. *Work in teams.* Let's be totally honest. Working in teams increases your number of publications because it is less work per article than sole authoring. Promotion committees are much more focused on counting numbers of articles than numbers of coauthors. As long as you are first author enough times, people will not criticize you for having coauthors. Teams also have many other meaningful advantages, such as improving the quality of the research by the greater mental resources brought to bear, increasing the size and scope of research projects that can be undertaken due to greater resources, improving the quality of the writing from many copy editors, and moving the research along more quickly through the motivating effects of peer-based encouragement and deadlines. Of course, be watchful for the downsides of teams (e.g., shirking, conflict) and be willing to disband a dysfunctional team.

6. *Seek out those with complementary needs.* Late-career folks have data and interest but no time and should seek out early-career folks who need data and have the time to devote.

7. *There is no shame in helping publish someone else's dissertation or thesis.* Many dissertations are not published because the student is off to a job or sick and tired of the study. There is nothing wrong with helping someone publish their dissertation and getting a junior authorship for your efforts. These projects are great opportunities because much of the work is done. This does not apply to just your students but also to others (e.g., Gollub-Williamson, Campion, Malos, Roehling, & Campion, 1997). Sometimes I have also needed help publishing the dissertations of my students (Mumford, Van Iddekinge, Morgeson, & Campion, 2008).

8. *Revise stalled out projects by bringing in fresh talent.* Many projects do not succeed initially because researchers run out of energy, get distracted, or cannot figure it out. Also, new coauthors bring new insights and fresh enthusiasm. My resumé has many of these examples. One great example is a paper that was revised three times by adding coauthors (Morgeson, Johnson, Campion, Medsker, & Mumford, 2006).

9. *Always replicate.* Any good publication is worth repeating. It is also good science because it confirms the findings. But remember, like a sequel in movies, it must add some new drama or excitement, which in the research business we call a "constructive replication." For examples, see Campion (1988), Campion & McClelland (1993), and others.

10. *Always try to continue working with your students beyond their dissertations.* Most young scholars are not really ready to publish well on their own at the time of graduation. It is good for their development and good for your continued productivity to continue to work with them. There is a key point to note, however. It is all right to expect them to do more of the work-

but not all of it like with a dissertation. Also, they are now peers, not subordinates, and they must be treated that way.

11. *Find a Fred Morgeson or a Talya Bauer.* When you have those rare great students, continue to work with them if they are willing. They keep you young and motivated.

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VITAL STATISTICS

Comments by Tom Ramsay

Shown below are the most recent data describing results from several of our most popular tests:

Test	N	Job Family	No. of Items	Mean Score	Std. Dev.	KR ₂₀	O/E
<i>Maintest</i>	17,421	Multi-Craft Maintenance	153	85.1	20.2	.93	.94
<i>Multi-CrafTest</i>	6,616	Multi-Craft Maintenance	60	27.9	9.7	.87	.88
<i>ElecTest</i>	698	Industrial Electricians	60	34.5	9.9	.88	.89
<i>MecTest</i>	1,778	Industrial Mechanics	60	41.1	9.4	.88	.89
<i>Mechanical Aptitude</i>	5,840	Entry-Level Mechanical	36	26.3	5.2	.78	.80
<i>Arithmetic</i>	560	Production	33	23.6	5.8	.88	.90

A few data are worth a thousand words.

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Three Heteronyms I Have Known

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Yes, I'm back. Five years of *TIP* devoid of anything even mildly amusing brought me out of retirement as a columnist. I pay special thanks to **Lisa Steelman** for allowing me to begin what I shamelessly call "My Reunion Tour."

In all due modesty, I consider myself to be the bard of SIOP. Because most SIOP members communicate with each other using symbols, numbers, and Greek letters, it is not really that big of a deal. Nevertheless, I am flattered to bestow this title upon myself. This column chronicles some linguistic travails I had to overcome to attain the status I currently possess. These particular hardships involve heteronyms. Heteronyms are words that are spelled the same but have different meanings. There is a special set of heteronyms that have identical pronunciations as well as spellings. Three of these are the basis of this column. Each heteronym was encountered in my life and each produced a most confused response on my part. Here then, are three stories in chronological order as taught to me by the school of hard knocks.

1. The year was 1966. I was a sophomore in my undergraduate school, Gettysburg College. As a freshman I elected to major in chemistry. After a brutal freshman year, I should have switched majors. But being a moron, I thought I could do better after having gotten over a case of the "freshman jitters." Wrong. By midterm I was failing three classes: organic chemistry, physics, and calculus. Being a small school, it seemed just about everyone knew everyone else's business. Students that I didn't know would pass me on the sidewalk and say, "Hey Muchinsky, I hear you're pulling down three Fs. Way to go, Einstein." I felt ugly, incompetent, and rejected, and couldn't hide in the anonymity of a large campus. I was totally self-absorbed in my abject misery and ruminated about it continuously.

During fall semester break, I drove 300 miles back to my home in Connecticut. Facing my parents wasn't easy, but at least no one else knew of my academic plight. I had scheduled an appointment with our family dentist to get my teeth cleaned. I went to his office, sat back in the dental chair, opened wide, and was lost in my own academic thoughts. The dentist looked in my mouth and then said something that made the blood rush from my head. He said, "You've got calculus, and it's bad." Absolutely dumbfounded, I sputtered, "How did you know?" I envisioned one of my parents must have phoned the dentist to give him the lowdown on my lousy grades in college. I couldn't escape, not even 300 miles away. The dentist said, "I can tell by your

teeth.” I stammered, “You can tell by my teeth that I’m having trouble with calculus?” He said, “I can tell by looking at them, but I can also detect it from the x-ray.” This was beyond comprehension to me, that an x-ray of my teeth would reveal I didn’t know how to differentiate and integrate. Not only was I flunking out of school, but my own teeth were revealing my ineptitude. At some point the spell was broken as the dentist said he would start to scrape the calculus off my teeth. I learned that “calculus” also means tartar, and having a mouthful of tartar was the least of my problems. One hour later my calculus was gone but not my despair over failing it.

2. The year was 1970, and I was working on my PhD at Purdue. My aunt and uncle in Florida invited me down to spend a week with them over semester break. Because it was a long drive from Indiana to Florida, they advised me not to get suckered by an old trick gas stations in Georgia were playing on unsuspecting out-of-state motorists. This is back in the days when gas stations were called “service stations,” and on-site mechanics would make car repairs. The trick was while stopping for gas, a service station attendant would fabricate something wrong with your car and would subject you to a totally unnecessary and expensive repair. Forearmed with this knowledge, off I headed from the freezing blah of West Lafayette, Indiana to the siren call of Sarasota, Florida. Everything was going fine until my old car suddenly started to surge forward or slow down, even though I kept constant foot pressure on the accelerator. As luck would have it, this malfunction occurred while I was driving through Georgia.

I pulled off the highway and headed for the nearest service station. An attendant emerged from the station who looked like “Cooter” from the old television show, “The Dukes of Hazzard.” I fully realized I’m about to become a human chicken—plucked, stuffed, cooked, and devoured. The attendant lifts up the hood of my car and asks me to start the engine. Sure enough, the engine vacillated between roaring and idling without me touching the gas pedal. The attendant then says to me, “I think I see what’s wrong. It’s your governor.” I knew I was about to be ripped off, but I felt at the very least I was owed a semi-plausible explanation for my car’s problem. I said, “What does my governor have to do with this?” I’m supposed to believe the chief executive office of the state of Connecticut is responsible for my car problem in Georgia? The attendant says, “I see you got Connecticut plates on your car. Does Connecticut have annual state inspections for cars?” Now I’m beginning to see the connection. I said, “No, we don’t have to get our cars inspected in Connecticut.” He replied, “Well, if you did, you might have caught the problem by now.” Let me get this straight, I said to myself. The governor of the state of Connecticut would have had to sign into law making annual automobile inspections mandatory. Had the governor done so, the inspection would have revealed my car would soon have an engine problem. I gave the attendant credit for laying the problem on the rightful doorstep: the failure of my state government to protect one of its citizens. The attendant then said, “I’ve got a governor for this

make of car. I'll have you on your way in a jiffy." I nodded my head, half in bewilderment and half in fear, not knowing if this guy was some freak who kept a closet full of spare politicians in his back room. Moments later he emerged with a small box containing an engine part. About an hour later my engine was purring like a kitten. The attendant couldn't have been more attentive, pleasant, and helpful. The total repair bill was less than \$50, and I was soon resuming my trip to Sarasota. I not only got my car fixed, but I also learned a "governor" is a regulator that maintains a steady speed in a machine; in this case, the flow of gasoline into the engine. It is no wonder that Presidents Bush, Clinton, and Reagan knew how to make things run smoothly in the White House. They were all former governors.

3. It was 1985, give or take a few years. I was on the faculty of Iowa State University. It was standard graduate school policy that a candidate's doctoral committee consists of four members internal to the candidate's department plus one external member. The responsibility of the external member was to ensure that everything was run on the up and up: conformance to graduate school policies, no cronyism, and a sense of fair play in the evaluation of the candidate. When it came time to evaluate the candidate's dissertation, about all any external member could do was either to look for nitpicky grammatical mistakes or ask very broad "big picture" questions (e.g., "How will your research alter the course of humanity?"). The research was usually so technical the external member often got lost soon after reading the table of contents.

I was serving as the external member for a PhD candidate in dairy science. I spotted two or three minor grammatical errors per page. I began to make a list of them, as this was going to be my contribution to critiquing the candidate's dissertation, which was on reproductive diseases in the bovine family of animals. Then came a linguistic expression that could not be classified as a grammatical error. The student wrote: "A sterile policeman was inserted into the vagina of a cow." I laughed so hard I experienced a small uncontrollable call of nature. Was this study approved by the Human Subjects Use Committee (or the Animal Subjects Use Committee, for that matter)? How did the policeman feel about this assignment? Did he receive any additional compensation for performing such an act of duty? Was this cow suspected of wrongdoing, thus necessitating not only the involvement but the insertion of a law enforcement officer? My use of visual imagery began to grow. How much of the policeman was inserted? All of him? Not having been raised in farm country, I questioned the anatomical proportions of cows. I concluded this must have been one big cow. Why was it necessary for the student to inform the committee the policeman could not father offspring? Stat-ing so seemed to be an invasion of his privacy. And what is the purpose of selecting a policeman who was sterile? Was it to prevent the possible conception of a half-human, half-bovine super action hero, Moo Man? If the

object of the research was to study the cow, why report the policeman in question had been the recipient of a vasectomy? I know sometimes you can get so close to your writing that you fail to detect obvious errors, but this one seemed over the top. However, I remained mystified why the policeman had to be sterile. So I looked up the word “policeman” in a dictionary on the off-chance we were not dealing with a member of the law enforcement community. It turns out a policeman is also “an instrument (typically a flat piece of rubber on a glass rod) for removing solids from a vessel.” I now have far greater appreciation for the oft-heard line, “Why is it you can never find a policeman when you need one?”

As you can see, my journey to bardhood was not seamless. In fact, there was a previous career-defining incident that did not involve a heteronym, synonym, homonym, or antonym. It was just a plain old dirty trick, literary style. It was 1962, and it occurred in my 10th grade English class. Our English teacher (Mrs. Meltzer) would call on each student to read aloud a passage written by some famous writer, and then have us explain in our own words what it meant. I long believed Mrs. Meltzer didn’t like me, and the passage she selected for me to read confirmed my suspicion. I can no longer remember the exact passage or who wrote it, but it ended with a word I had never seen or heard before. The word was “brazier.” I subsequently learned a brazier is a canister or container. It is pronounced *bray-zee-er*. I was merrily reading aloud when I came to this last word in the passage. I paused, not knowing how to pronounce it. The pause seemed like an eternity, and I knew I had to say something. What came next is one of those things you do in life that you know is wrong but, for some unfathomable reason, you do it anyway. I went ahead and pronounced it *bra-zir*. The class roared, Mrs. Meltzer smirked, and I could have dug a hole and crawled into it. I think it took all of about 20 minutes for each of the 1,500 students in my high school to hear of the story. I was taunted unmercifully on the bus ride home. The next morning I told my mother I must have developed a malady during the night because I didn’t feel well enough to go to school. I think the strange illness kept me home for about a week. In truth, when I was 15 I had as much practical experience with brassieres as I did with braziers. Experience (or the lack thereof) can be such an unforgiving teacher. But just look at me now. The bard of SIOP has paid his dues with the blood of the innocent (and stupid).



THE ACADEMICS' FORUM

I-O Coverage in General Psychology Courses

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This fall I'm teaching General Psychology. This is a course I love to teach, and one that I currently teach relatively frequently. Although I could probably just change the syllabus to reflect new dates, and teach the class with minimal revisions from the spring semester, I like to revisit my courses and make changes based on previous student comments and notes that I've made for myself regarding what worked and what didn't work. One thing I ask myself every time I revisit General Psychology in particular is whether I'm covering the "right" material. Not a single person who has ever taught an introductory psychology course will argue with the fact that there's a lot to cover in a very limited timeframe. If I opt to cover more material I will likely have to talk at record speeds. Unfortunately, sounding like an auctioneer (or, for the children of the 1980s, the Micro Machines guy) is not the way to ensure student comprehension or garner favorable class evaluations. On the flip side, including too little information (or excluding some "key" topics) does a disservice to psychology as a whole. Thus, as with any course, decisions must be made as to what content makes the cut and what content gets, well, cut.

Along with this question of what content to include comes the question of how much emphasis I should give I-O psychology. I could choose to cover it as its own section, cover it within another section (i.e., social psychology), cover it only if I have the time, or not cover it at all (oh, the horror!). For me, this seemed like an easy decision. Being an I-O psychologist, I would cover I-O psychology as its own section. Of course. Isn't this what all I-O psychologists do?

Now, I have to take a step back and say that I've covered I-O psychology as its own section for quite some time. The reason I initially chose to do so is because my first exposure to I-O psychology wasn't until my senior year in college. I went to a small university where there was no graduate degree available in I-O. I remember reading the course description for the class and thinking that it sounded interesting and useful. A social psychologist by training, the professor for the course did a great job of exposing me to the field. Because of this one class, I decided to go to graduate school. The rest, as they say, is history. So, I chose to cover I-O as a separate section in introductory courses so that students can learn about the field and make career decisions accordingly a little earlier than I did.

My reasons for covering I-O psychology as a separate section have morphed a little over time. Whereas I still want students to have exposure to the

field earlier on, it's not just for them. There's a selfish part of it, too. You see, I have found that if I can get students interested in the area early on, I can have a larger pool of potential undergraduate research assistants from which to choose. In addition, if this is the only psychology class they ever take, I want them to learn what I-O psychology is because, frankly, I'm tired of explaining to people that I don't treat people who "go postal." Finally, by educating students early on, I'm hoping that if/when these individuals became the ones responsible for workplace decisions, they'll remember the value of I-O psychology and perhaps turn to a credible I-O psychologist if they need assistance. (You're welcome, practitioner/consultant who happens to be reading this column.)

So, clearly I have my reasons for including I-O psychology as a separate section, and as I've said, I've done so for quite some time. I've even done so when using books that don't have a separate chapter on I-O. One might wonder why I'd even choose such a book if my intent was to give I-O such attention. The reason is simple. I happen to fancy one of the shorter books that just doesn't happen to have a separate chapter on I-O. The longer version of the book does, I believe, but I prefer shorter books that serve as complements to my lectures as opposed to stand-ins for them. It's just a personal choice. That said, it's also not exactly easy to find a textbook that gives a lot of attention to I-O. As Payne and Pariyothorn (2007) revealed, of 30 introductory textbook authors who responded to their survey, only 5 had a separate chapter on I-O psychology.

Given the relatively minor emphasis that I-O psychology is given in introductory psychology textbooks as a whole, I began to rethink my assumption that all I-O psychologists who teach General Psychology cover I-O psychology as a separate section. I didn't figure that non-I-O psychologists gave too much emphasis on I-O in their courses, but I assumed that I-O psychologists did. I decided to do a little digging and see what was going on.

First, a little background on what I did. I sent a link to an online survey to individuals using two primary means. First, I sent the survey to my colleagues at different universities and asked them to forward it to people they knew who teach General Psychology courses. Second, I sent the link to the department heads/chairs for psychology departments at 70 universities (some of which overlapped with the universities at which my colleagues worked) and asked them to distribute it to individuals in their departments who teach introductory psychology courses. I chose these universities in two ways. First, I tried to make sure I sent the link to universities that have a graduate program in I-O psychology. I used the list of universities/I-O psychology programs located on the SIOP Web site for this information. Because I was only interested in individuals who are teaching introductory psychology courses, I only included programs that were housed in psychology departments and who had access to an undergraduate population. In addition to these programs, I also sent the link to some department heads/chairs of psychology departments at universities that don't have a graduate degree in I-O.

A total of 120 individuals responded to the survey. Although numerous individuals did not report their place of employment (or indicated a false uni-

versity, such as “Boulevard of Broken Dreams University”—oh, those witty academics), those reporting their (presumably true) place of employment included faculty from 38 different institutions. The universities ranged in size and geographic location, and both public and private institutions were represented. Of the 120 respondents, only 81 individuals reported their area of expertise, with the remaining participants leaving that question blank. Of those providing a response, 27 were I-O psychologists, 14 were clinical psychologists, 11 were social psychologists, 10 were cognitive psychologists, 4 were neuro/biopsychologists, 3 were counseling psychologists, and the remainder comprised other specialty areas represented by one or two individuals each (e.g., health, personality, forensic, social cognition).

In terms of respondent experience teaching introductory psychology courses, the majority of the sample (approximately 68%) reported teaching General Psychology at least once a year ($n = 41$) or several times a year ($n = 40$). The remainder has never taught General Psychology but will in the future or currently teach it but not as frequently. For the 27 individuals who reported their specialty area as being I-O psychology, 8 reported teaching General Psychology at least once a year and 8 reported teaching it several times a year (with the remainder, of course, teaching the course less frequently). Thus, it appears that I-O psychologists are teaching a fair number of General Psychology courses.

Regarding the extent to which I-O psychology is covered in General Psychology courses by individuals in the current sample, a large portion of individuals reported not covering I-O psychology at all (50.9%). Indeed, only 16% ($n = 18$) reported covering I-O psychology as its own section. For those 28 individuals reporting their specialty area as being I-O psychology, 12 reported covering I-O psychology as its own section. Thus, not surprisingly, the majority of individuals who teach I-O psychology as its own section within General Psychology courses are I-O psychologists by training. That said, the remainder are only teaching I-O psychology as part of other sections ($n = 6$), only if there is time ($n = 5$), or not covering I-O psychology at all ($n = 4$).

In terms of whether the textbook used to teach General Psychology courses has a separate chapter on I-O psychology, the results from the full sample indicated that 22 individuals used a book with a separate I-O chapter, 82 used a book without a separate chapter, and 10 individuals were unsure whether their book had a separate chapter. Thus, not surprisingly based on what is available in the market (and what is presented in Payne & Pariyothorn, 2007), most individuals in this sample use a textbook that does not include a separate chapter on I-O psychology. For those 27 individuals reporting their specialty area as being I-O psychology, 10 reported using a textbook that has a separate chapter on I-O psychology.

Finally, open-ended comments from respondents along with follow-up probes to friends who admitted not devoting much attention to I-O in their courses revealed several reasons for not giving more space to I-O. The main reason, not surprisingly, was that there simply wasn't enough time. As some respondent noted, “I really end up not teaching much about I-O simply

because I run out of time” and “there are so many topics that have to be covered in a 101 course that I simply don’t know where I would add in more extensive coverage of I-O, as I barely get through other topics.” Individuals also reported that they felt they covered I-O sufficiently throughout their course in other areas and therefore did not feel the need to devote a whole section to I-O. In the words of one respondent, “I feel that it is sufficiently covered in at least two other sections that I currently include—both in social psychology and also a chapter that I use on motivation, as applied in the workplace. I also am diligent about discussing I-O issues throughout other sections (i.e., learning theory, reinforcement techniques, etc.).”

Thus, it appears that I may be part of a minority who chooses to devote an entire section to I-O within their introductory psychology courses. Nevertheless, I plan to continue to do so, and encourage others to consider doing so as well, with the hope that Gasser, Whitsett, Mosley, Sullivan, Rogers, and Tan’s (1998) findings that many people in the general public have never heard of an I-O psychologist (or any of the related professional titles) will be a thing of the past. That said, given the difficulties of incorporating even more content into an already overburdened course, I can understand why people, especially non-I-O psychologists, would choose to leave well enough alone. Therefore, I echo Payne and Pariyothorn’s (2007) suggestions to SIOP members to consider using the teaching modules on I-O psychology that are available on the SIOP Web site, directing others to these modules, offering to guest lecture for others to at least expose students to the field, and providing information regarding the field to those responsible for student advisement.

Last but not least, I want to share how I have chosen to fit I-O into my introductory course. I completely agree that there is almost too much information, and something has to “give” in order to make room for I-O. However, as I noted earlier, I feel that failing to expose students to the other areas does a disservice to the profession. As such, I have set aside four chapters (1 per unit) that I term “exposure chapters.” I do not lecture over these chapters but students are responsible for reading them in order to become familiar with the material. They are quizzed (online) over the material and have an assignment (typically a brief write-up) over the material in the chapter. Information from these chapters is not on the unit exams. By doing this, I can slow down on material I present in class while making sure students are at least exposed to the material in other chapters that I don’t cover. Anecdotally, the students have expressed to me that they like this approach. Any readers with questions or comments regarding this approach are welcome to contact me. I’m also interested in hearing how others fit in I-O psychology without sacrificing other content areas. Happy teaching!

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MAX. CLASSROOM CAPACITY

Marcus Dickson
Wayne State University



In the past few years, I've been focusing more of my attention on Scholarship of Teaching and Learning (SoTL) issues, both in my own thinking about teaching and also in my research. I've been fortunate to work with some graduate students who share those interests, and it's been a great adventure to learn more and more about how little I know about good teaching.

Since starting this column, I've had additional opportunities to spend time talking and sharing with really talented teachers in a number of different educational settings. It's always inspiring to see the creativity that our colleagues show in devising new ways to approach topics, new ways to reach the ever-changing student population with which we work, and new ways to balance their teaching efforts with other demands of profession and life. I've also frequently been amazed with the willingness people have to let others take their ideas, often just asking "Let me know how it works out!" in exchange. The toolbox of exercises and teaching tools continues to grow.

The frustrating thing has been that we in I-O just don't do a great job of sharing the teaching strategies and exercises that we develop. In a not very scientific examination of this, I spent some time searching the contents of *Teaching of Psychology*, the journal of our colleagues in APA Division 2. The journal has been around not quite 30 years, and its contents are primarily focused on articles describing assessments of teaching strategies, techniques, assignments, exercises, and so on. The assessments are not necessarily as rigorous as one might find in *JAP*, but they are typically written by faculty members who try to find ways to assess the effectiveness of the interventions. All domains of psychology are welcome to submit, of course.

In searching through all of those years, I found about 20 articles that refer explicitly to the terms I/O, I-O, industrial/organizational, or industrial-organizational. This was dwarfed by the number of articles focused on abnormal psychology (almost 140), human sexuality (over 70), cognitive psychology (about 50), and several other domains. Thank goodness for neuropsychology/biopsychology, which came in at about a dozen articles, otherwise, we'd be at the low end of the unsystematically developed set of class topics I searched. (Of course, introductory psychology outdistances all of the other topics.)

Of the articles I did find related to I-O courses, I saw a couple of names that repeated, like **Janet L. Kottke** and **Douglas C. Maynard**. For the most part, though, there were a few people who had published a single article in *ToP*, and then didn't pursue it again (or did and did not have the article published).

So maybe we just don't connect much with Division 2, or with *Teaching of Psychology*. After all, we in SIOP have our own repository of teaching knowledge in the form of the SIOP Teaching Aids Wiki, hosted by **Julie Lyon** and her small but dedicated team of folks. The site, located at <http://siopwiki.wetpaint.com/>, has a wide range of ideas submitted by SIOP members for teaching different topics, including movie clips (usually with lesson plans attached), exercises, case studies, and other useful, class-tested ideas for I-O courses (mostly at the undergraduate level, but many of them usable at MA and PhD levels as well).

The sad part for me is that I receive an e-mail each month showing the traffic at that site, and it is usually very light and seems to be the same few people over and over, both contributing ideas to the site and pulling ideas from the site. We have some really dedicated folks in SIOP who really want to promote good teaching and learning experiences in a way that doesn't require too much extra time and energy from the instructors; that's why lesson plans, detailed suggestions on how to execute the various suggestions, and specific options and alternatives are all provided, so that faculty members won't have to experiment too much with these things themselves.

I know that SIOP has many talented teachers. I've met them, heard about them, seen them in action. But we just don't seem to share the things we're doing very well, either through outlets like *Teaching of Psychology* (which generally requires an assessment of the exercise or intervention) or through the SIOP Teaching Aids Wiki (which is happy to have your input, even if the evidence for the efficacy of a strategy is anecdotal), nor do we seem to seek out information (or to know where to seek out information?) about teaching and classroom ideas. I have no way to know how many SIOP members search for articles in *Teaching of Psychology* or other outlets online, but the SIOP office suggests that only about 13 members of SIOP report also being members of Division 2 (Teaching of Psychology). And similarly, we see so little traffic on the SIOP Teaching Aids Wiki that I have to think that people are still not aware of it and all that it has to offer.

Am I missing something? Are there places you go to learn about new teaching techniques/strategies/technologies/exercises/and so on? Tell me what they are, help me share them with the rest of our colleagues. As always, this column is posted online at www.maxclassroomcapacity.blogspot.com, and I'd welcome your comments at that site, or through e-mail to me at marcus.dickson@wayne.edu. Let's do more to share the things we've tried and found really work well—or don't work well—and do a better job of sharing about best practices in the I-O classroom.



TIP-TOPICS



A Positive (Psychology) Starting Note From the University of Akron

Allison S. Gabriel and Stephen C. Hill
The University of Akron

Greetings from the Midwest to faithful *TIP* readers! We at the University of Akron (UA) are both humbled and honored by the opportunity to begin the next chapter of the **TIP-TOPics** column for *The Industrial–Organizational Psychologist*. In writing this column over the next 2 years, it is our hope to maintain the legacy of excellence, dedication, and unique perspectives of our predecessors, the Penn State team, that has made it a standout feature. We believe our I-O program and the Department of Psychology at UA have some unique aspects that provide our team of graduate student writers with useful insights that we plan to channel into our quarterly articles. To give a sense of this, we begin with a brief overview of our program.

The industrial-organizational psychology graduate program at UA has offered an environment for academic excellence since it first began in 1965. With a current roster of approximately 45 graduate students (9 of which are enrolled in UA's terminal M.A. program) and 8 faculty members, Akron provides varied experiences in teaching, research, and applied domains. UA even happens to play host to the Center for the History of Psychology archives, where we can visit Albert Bandura's Bobo doll and Stanley Milgram's shock generator on a daily basis. Our program offers many of the "classic" I-O psychology topics, such as a course on leadership with **Dr. Robert Lord**, to a plethora of advanced statistics classes with Dr. Andrea Snell, to some more unique, UA-specific opportunities. For example, new students in the I-O program begin their graduate school experience the summer before the start of their first academic year when they receive comprehensive training in teaching philosophy and fundamentals from **Dr. Joelle Elicker**. This prepares them to teach their own sections of undergraduate Introduction to Psychology starting in the fall of their first year of graduate school. This component of the program frequently provokes both excitement and a bit of nervousness, but our students emerge as a stronger cohesive group ready to tackle the myriad of scholastic challenges they face throughout their graduate school careers.

As our new I-O students become more familiar with the department, we believe that most of them experience a working environment that fosters collaboration, academic pursuits, and friendship. Even physical aspects of the department, such as the placement of faculty offices interspersed among

those of graduate students, sends a clear message of openness and teamwork. (As noted by Martin [2002], physical components in the organizational environment can convey important information about the culture and climate!). There are many opportunities for our graduate students to collaborate in research and applied projects with multiple I-O faculty members and graduate students, and they are indeed encouraged to do so. Importantly, they also have opportunities to enrich this experience by collaborating across disciplines. For example, the Institute for Lifespan Development and Gerontology (headed by Dr. Harvey Sterns) is closely affiliated with the Psychology Department. The Institute provides an opportunity for students to develop and apply their interests in I-O to older adults both through coursework (ranging from simply taking an additional class or by completing a graduate certificate in gerontology) and engaging in research projects on topics such as retirement and job seeking in mature adults. Other students have engaged in positive working relationships with other academic units such as the College of Business or the Department of Sociology.

In addition to teaching experiences, doctoral students frequently participate in external, paid internships with local corporations or consulting firms. Internship experiences are most typically maintained during the fourth and fifth years of study, both because by this time students have a solid I-O background and also because formal course loads are lighter. Not only do internships provide great experience, in some cases they are sources of dissertation data or lead directly to jobs once the dissertation is completed. Students may also gain applied experience within the department through the Center for Organizational Research (COR), UA's own in-house consulting firm directed by Dr. Dennis Doverspike, which provides shorter-term research and consulting services to a variety of organizations. Beyond the more formalized experiences, in recent years students have even been given the opportunity to volunteer their I-O expertise to a host of local, nonprofit organizations. In sum, at UA, graduate students are truly treated like colleagues, paving the way for the open exchange of ideas, camaraderie, and ultimately positive affect that is contagious throughout the department.

Positive Psychology Applied to UA...and Graduate School.

Beyond an I-O program which offers graduate students the advantages of academic and applied exposure, our department excels at something else: incorporating positive psychology principles into our lives. Positive psychology focuses on subjective well-being, hope and optimism, and flow and happiness, with an emphasis on overall life improvement for an individual's past, present, and future (Seligman & Csikszentmihalyi, 2000). Seligman, Steen, Park, and Peterson's (2005) overview of the positive psychology "boom" gives great insight on the application of positive psychology principles to help make individuals happier in their lives. For example, you might want to try incorporating the following in your own lives: (a) focus on using one of

your signature strengths in a new way (i.e., being open minded, being psychologically vital, engaging in leadership) and (b) write down three good things that went well during the day for a week. Seligman et al. (2005) found that individuals who engaged in these two activities improved their happiness and decreased signs of depression. Although challenging and exciting, graduate school can also be stressful as students juggle coursework, assistantship assignments, and individual research. We argue that the concepts of positive psychology can be applied to graduate programs to improve students' well-being, and doing so can be rather simple to implement and maintain.

At UA, positive psychology principles have become engrained in our daily routines, which we think makes our program more warm and welcoming on a day-to-day basis. Chair of our I-O Psychology Department, Dr. Rosalie Hall, stated, "positive affect appears to have an important role in helping to maintain activation of current goals. I suspect that this may be especially important when engaging in challenging and creative endeavors as I-O graduate students and professionals often do! We know a case study doesn't provide proof, but it seems to be working for us here in Akron." Coinciding with these points, Associate Professor **James Diefendorff** summed up our program's philosophy nicely by saying, "While we believe that happy graduate students are more productive than unhappy graduate students, we also know they are more fun to be around." To accomplish this, Dr. Diefendorff points out that faculty members try hard to promote activities that will be intrinsically motivating to graduate students and by recognizing hard work around the department.

To highlight some of the ways in which UA puts positive psychology into practice, we present some of the activities we engage in that make our graduate school environment a better place. We truly believe that these activities have been vital to keep our culture a happy one, and some customized version of them could be applied to any graduate program.

The Positive Affect Board. It sounds almost comical to say that a bulletin board can be a positive psychology effort, but speak to any graduate student or faculty member at UA and they will assure you it is. The Positive Affect Board changes frequently, having displayed a variety of postings ranging from recognizing students for their recent SIOP presentations and publications to highlighting our Student of the Month (a student who has been voted as excelling during the month by fellow students in the department). At the moment, our Positive Affect Board is welcoming the 12 newest I-O graduate students to join our program, complete with photos, biographies, and fun facts.

Department challenges. Graduate school environments can be taxing to say the least. In the past couple of years, we have worked hard to implement unique department-wide challenges that help break the tension and provide a good laugh when needed. For example, for the last 3 years we have held an annual Thanksgiving food basket challenge, where cohort and faculty teams compete to collect the most donations for the Akron/Canton Regional Food Bank. During the past fall semester, we held a childhood picture contest,

where students and faculty submitted childhood photographs that were turned into a game to see who could guess the most photographs correctly (some of the guesses were quite amusing)! And, we cannot forget about our Halloween office door-decorating contest, which sparked a significant amount of competition amongst graduate students and faculty alike.

Mentoring program. It is no surprise that mentoring can be beneficial to newcomers into organizations (e.g., Ragins & Cotton, 1999). At UA we try to practice what we teach in the classroom through our own mentoring program between first year students and older students in the department. Students are matched based upon research interests and hobbies outside of the department, forming bonds that last their entire graduate careers and beyond. The mentoring program has helped students adjust to life inside the department and outside of it; just a simple cup of coffee with a mentor can help ease the jitters before the first day of teaching, and mentors can also help new students find new places to spend free time.

Social events. By far the easiest to implement in any graduate department, we make sure to have social events monthly if possible. Some of our favorite faculty/student social events include our potluck dinner at a local winery, our potluck holiday luncheon (we clearly like to eat together!), and happy hours throughout the year to celebrate incoming students, the start of a new semester, or a graduating student who is leaving to begin a job. We are even lucky enough to have many of the faculty open their homes to students to spend more casual time together outside of the classroom.

Beyond the more structured positive psychology-based events in the department is the important fact that, as a department, UA truly does foster a culture that promotes students to seek out opportunities to enhance their lives in a beneficial manner. As mentioned by alumna **Jane (Brodie) Gregory**, “There’s a lot of trust and the sense that ‘the department’ really wants the best for the students.” It is true that faculty members all maintain an open door policy to make the department environment more open and honest. Moreover, as Department Chair **Dr. Paul Levy** said, “we are such a strong program first and foremost because of the quality of the students who enter and the culture we have all worked very hard to develop, another example of the importance of the marriage between I and O.” At UA, as graduate students we are lucky enough to have all of our psychological needs fulfilled to keep us balanced and, ultimately, happy as we progress through our academic careers at UA and beyond.

Overview of the Column Focus

In deciding how to craft our column, our team has opted to focus on topics that reflect the lives of graduate students spanning from the start of their careers to their hooding ceremonies that formally signals their acquisition of an advanced academic degree. We believe that focusing the column in such a manner should give realistic insights into graduate life today, should be a useful tool for students just beginning their graduate career, and can also help serve faculty

and future employers to view life as we see it. From transitioning from undergraduate to graduate coursework, striking work–life balance with a hectic schedule, and following hot topic trends inside and outside the classroom, we hope that you find our column insightful—and spiced with a bit of humor from time to time! To keep our column fresh and in tune with our readers, we have also decided to treat our articles as an open forum. At the end of each column, we will provide a brief description of what is to come in the next issue, with an open call for correspondence if individuals have ideas, suggestions, and so forth.

Thus, in the spirit of our new tradition with the column, our next article will focus on transitioning from undergraduate to graduate school. Our focus will be on the initial change, with tips for how programs can enhance socialization processes that can be useful in both academic and applied settings. To correspond with the authors about this topic, please e-mail akrontiptopics@gmail.com. Also, to learn more about the graduate students at UA as well as the writers of our column, you may view our graduate student Web site at www.uakron.edu/groups/iopsychology. We look forward to leaving our mark on *TIP* during the next 2 years and are eager to begin!

Allison Gabriel received her BA in psychology from the Pennsylvania State University and her MA in I-O from the University of Akron. She is currently a 4th year student working towards her PhD in I-O psychology. Allison is under the guidance of Dr. James Diefendorff, with her research interests primarily being emotions at work, job demands and worker resources, and employee well-being.

Stephen Hill received his BA in psychology from Hobart College in Geneva, NY, and his MA in I-O from the University of Akron. Stephen is currently a 4th year student working towards a PhD in I-O Psychology and a graduate certificate in gerontology at UA. Stephen's work is supervised by Dr. Andrea Snell, and some of his research interests include career development, working in retirement, and police psychology.

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ON THE LEGAL FRONT



A Review of the Supreme Court Ruling *Wal-Mart v. Dukes*: Too Big to Succeed?

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On June 20, 2011, the Supreme Court ruled against the Dukes plaintiffs in *Wal-Mart v. Dukes*. The ruling was unanimous to the point that the plaintiffs wrongly used Rule 23(b)(2) for class certification. But there is more to the ruling than what was covered by the popular press. Five justices favored ending the class certification argument and a minority of four would have returned the case to the lower court to determine if the class could be certified under Rule 23(b)(3). The arguments are complex. This article summarizes the Supreme Court decision, reviews some of the more interesting reactions to the ruling, and considers implications for I-O psychologists.

The Supreme Court Ruling

As a starting point, class certification requires meeting all four requirements of Rule 23(a) and any one of Rule 23(b)(1), 23(b)(2), or 23(b)(3). These rules are available at <http://www.law.cornell.edu/rules/frcp/Rule23.htm>. The four criteria under Rule 23(a) are:

- numerosity (the class is large enough so that individual trials are impractical);
- commonality (the harm claimed is common to the class);
- typicality (a relationship between the named plaintiff(s) claims and claims alleged on behalf of the class); and
- adequate protection of class interest (the named plaintiff(s) will fairly and adequately represent the interest of the class).

The key comparison on the other dimension is between Rule 23(b)(2) for injunctive or declaratory relief and Rule 23(b)(3) for monetary relief. Rule 23(b)(3) is more difficult to satisfy because it requires that plaintiffs establish both predominance (that common issues predominate over individual ones) and superiority (that class action is superior to other means of resolving the dispute). In comparison, Rule 23(b)(2) permits a purely statistical analysis for the merits of the claims, thus denying the defendant to answer individual claims.

The plaintiffs alleged that a “centralized structure fosters or facilitates gender stereotyping and discrimination, that the policies and practices underlying this discriminatory treatment are consistent throughout Wal-Mart stores, and that this discrimination is common to all women who work or have worked in Wal-Mart stores.” More specifically, the allegations were that “manager’s discretion over pay and promotions is exercised disproportionately in favor of men, leading to an unlawful disparate impact on female employees.”

The plaintiffs presented two major sources of evidence to support these claims. The first was a “social framework analysis” by Dr. William Bielby who purported to study the “culture” at Wal-Mart and concluded that Wal-Mart was “vulnerable” to gender discrimination. The second source was from statistical regression analyses performed by Dr. Richard Drogin, a statistician, and Dr. Marc Bendick, a labor economist. Drogin concluded “there are statistically significant disparities between men and women at Wal-Mart...[and] these disparities...can be explained only by gender discrimination,” and Bendick concluded that Wal-Mart “promotes a lower percentage of women than its competitors.”

In *Dukes v. Wal-Mart* (2004), the district court approved certification based on Rule 23(b)(2) for the pay claims for all forms of requested relief, but issued a mixed ruling on promotion claims, approving claims for punitive damages, injunctive relief, and declarative relief but denying certification for back pay, ruling that the challenged promotions were not available for all class members. Wal-Mart challenged the reliability and validity of Dr. Bielby’s study, but the court ruled this was an issue to be decided at trial and not at the class certification stage.

On appeal to the 9th Circuit, Wal-Mart alleged the district court erred on three issues: (a) whether Rule 23(a) was met with respect to commonality and typicality, (b) that Rule 23(b)(2) effectively eliminated their ability to respond to individual claims, and (c) that the district court erred in favoring Rule 23(b)(2) because the claims for monetary relief predominated over the claims for injunctive and declaratory relief, a no-no for a Rule 23(b)(2) claim.

The appeal was first denied by a divided three-judge panel of the 9th Circuit in *Dukes v. Wal-Mart* (2007). Wal-Mart then appealed for an en banc ruling, which was rendered in *Dukes v. Wal-Mart* (2010). The en banc ruling was 6 to 5, in which the majority upheld the plaintiff’s claim for injunctive relief, declarative relief, and back pay under Federal Rule 23(b)(2) but remanded for the district court to consider whether the class for punitive damages should be certified under Federal Rule 23(b)(2) or Federal Rule 23(b)(3). The majority also remanded for consideration of whether to certify members who no longer worked at Wal-Mart.

The ruling by the Supreme Court was unanimous that Rule 23(b)(2) was inappropriate, as all nine justices agreed that monetary issues were predominant over injunctive and declaratory relief. But there was disagreement on whether the commonality requirement in Rule 23(a) was satisfied, and whether to remand the case back to the district court to determine if class certification was

still suitable under Rule 23(b)(3). In a nutshell, a majority of five (Scalia speaking for Alito, Kennedy, Roberts, and Thomas) ruled that there was no commonality and, as a further consequence, no support for the predominance and superiority requirements relating to Rule 23(b)(3). A minority of four (Ginsburg speaking for Breyer, Kagan, and Sotomayor) argued there was sufficient evidence for commonality and that the case should be remanded to determine if there was sufficient evidence for class certification under Rule 23(b)(3).

In rendering his ruling, Scalia explained why Rule 23(b)(3) is connected directly to commonality in Rule 23(a). Accordingly:

In this case, proof of commonality necessarily overlaps with respondents' merits contention that Wal-Mart engages in a *pattern or practice* of discrimination. That is so because, in resolving an individual's Title VII claim, the crux of the inquiry is "the *reason* for a particular employment decision,".... Here respondents wish to sue about literally millions of employment decisions at once. Without some glue holding the alleged reasons for all those decisions together, it will be impossible to say that examination of all the class members' claims for relief will produce a common answer to the crucial question *why was I disfavored*.

Scalia considered two ways in which commonality (and typicality) could be proven. The first, according to Scalia, is if an employer:

[U]sed a biased testing procedure to evaluate both applicants for employment and incumbent employees, a class action on behalf of every applicant or employee who might have been prejudiced by the test clearly would satisfy the commonality and typicality requirements of Rule 23(a).

As important, Scalia noted that proof of adverse impact requires identification of a "specific employment practice", and the mere showing that a "policy of discretion has produced an overall sex-based disparity does not suffice" to establish discretionary decision making as a "specific employment practice."

The second proof according to Scalia is that:

[A]n employer operated under a general policy of discrimination [that] conceivably could justify a class of both applicants and employees if the discrimination manifested itself in hiring and promotion practices in the same general fashion, such as through entirely subjective decision-making processes.

Scalia ruled that proof that Wal-Mart "operated under a general policy of discrimination" centered on Dr. Bielby's study. Accordingly:

The only evidence of a "general policy of discrimination" respondents produced was the testimony of Dr. William Bielby, their sociological expert. Relying on "social framework" analysis, Bielby testified that Wal-Mart has a "strong corporate culture," that makes it "vulnerable" to "gender bias.".... He could not, however, "determine with any specificity how regularly stereotypes play a meaningful role in employment deci-

sions at Wal-Mart. At his deposition...Dr. Bielby conceded that he could not calculate whether 0.5 percent or 95 percent of the employment decisions at Wal-Mart might be determined by stereotyped thinking....The parties dispute whether Bielby's testimony even met the standards for the admission of expert testimony under Federal Rule of Evidence 702 and our *Daubert* case, see *Daubert v. Merrell Dow Pharmaceuticals, Inc.*, 509 U.S. 579, 113 S. Ct. 2786, 125 L. Ed. 2d 469 (1993). The District Court concluded that *Daubert* did not apply to expert testimony at the certification stage of class-action proceedings. We doubt that is so, but even if properly considered, Bielby's testimony does nothing to advance respondents' case. "[W]hether 0.5 percent or 95 percent of the employment decisions at Wal-Mart might be determined by stereotyped thinking" is the essential question on which respondents' theory of commonality depends. If Bielby admittedly has no answer to that question, we can safely disregard what he has to say. It is worlds away from "significant proof" that Wal-Mart "operated under a general policy of discrimination."

In short, Scalia dispatched with the statistical evidence by invoking the "specific employment practice" requirement and dispatched with the "social framework" analysis calling it, in effect, junk science. Given this combination, the court ruled that the plaintiffs were left with no reasonable connection among Wal-Mart policies across different locations, jobs, and so on.

Reactions to the Ruling

Defense attorneys generally praised the ruling as reasonable and intuitive, while plaintiff attorneys and enforcement agencies questioned how a class can be too large to succeed in the presence of a set of ambiguous policies and procedures and statistical disparities. At an unrelated EEOC public meeting shortly after the Supreme Court ruling, the commissioners took a few minutes to discuss the decision and suggested that it would not directly affect EEOC enforcement because the agency abides by a different set of class certification regulations.¹

Secretary of Labor Hilda L. Solis took a stronger stance on the ruling during an address at the 22nd convention of the National Employment Lawyers Association (NELA) on July 1, 2011.² Her major point was similar in tone to that of the EEOC; class certification under Federal Rule 23 does not apply to the OFCCP. Or to use her words:

Here's an important point: The Supreme Court's *Wal-Mart* ruling was limited to class actions under Rule 23 of the Federal Rules of Civil Procedure. But my department's efforts to eliminate workplace discrimination in America don't depend on this rule....We enforce an executive order that says federal contractors can't discriminate. We have oversight over any company doing at least \$10,000 of government business a year. This means that Pat's office (OFCCP) can obtain class-wide relief for vic-

¹ <http://www.eeoc.gov/eeoc/meetings/6-22-11/index.cfm>

² http://www.dol.gov/_sec/media/speeches/20110701_NELA

tims of pay discrimination without having to file a class action lawsuit.... The *Wal-Mart* decision won't affect our ability to address pay disparities on a broad scale—even if our lawyers have to tweak some of their legal arguments based on the reasoning used in that case.

Solis then emphasized the DOL's commitment to seek remedies for pay discrimination against women and minorities and promised to increase the percentage of pay settlements from 14% in fiscal year 2010³ to somewhere between 20% and 40% going forward. She also noted that the Obama administration remains committed to the Paycheck Fairness Act, which failed by only two votes in Congress last year. Among other comments, Solis promised to:

- close loopholes that give employers unjustified defenses to discrimination;
- strengthen the ban on retaliation against those who complain about unequal pay;
- rescind the Bush-era guidelines that prevent effective enforcement of equal pay laws;
- create more flexible workplaces so women don't have to choose between motherhood and a fulfilling career.

Conclusion

We forecasted in the July issue of *TIP* that the plaintiffs would lose in this case. We based that forecast on oral arguments in which no single Supreme Court justice showed support for trying this case based on statistics alone without Wal-Mart having the right to challenge individual claims. The Supreme Court then unanimously ruled that this was an inappropriate theory. However, there was a 5–4 split on whether the case should be remanded for consideration of an alternative theory for class certification, and a Supreme Court majority voted to decertify, period. So what does it all mean?

We see two messages. First, we think that class certification claims that foresee large monetary awards, but do not offer defendants a reasonable opportunity to evaluate individual claims, are dead on arrival. This was Wal-Mart's fear. Interestingly, as we were writing this article, there was a case management conference held on July 22, 2011 in which U.S. District Judge Charles Breyer indicated he would decide whether to give potential *Dukes* plaintiffs until January 16, 2012 to reestablish their class. The original deadline date was October 20, 2011. Nevertheless, according to various sources, Wal-Mart's attorney (Theodore Boutsous) stated that Wal-Mart is not opposed to "start the clock fresh," stating further that Wal-Mart's position "has always been that people should get their day in court."⁴

The second message relates to the importance of commonality. The 5 to 4 majority ruling does not necessarily mean there is some number at or above

³ Interestingly, FY 2010 was the first year in many that compensation settlements made up more than 5% of OFCCP settlements.

⁴ See, for example, <http://www.bloomberg.com/news/2011-07-22/wal-mart-agrees-to-give-women-extra-time-to-file-lawsuits.html>

which class certification is too big to succeed. Rather, it seems more logical to assume that any class size faces a major hurdle if there is heterogeneity in the class, regardless of which Rule 23(b) theory is advanced. Stated differently, there probably needs to be some identifiable employment practice or policy that affects the class in the same or similar fashion.

Clearly, Wal-Mart won a major victory. That said, this victory is still relatively narrow. To begin with, there is still ample room for large class sizes. For example, in *Velez v. Novartis* (2010), a jury awarded nearly \$3.4 million to 12 named female plaintiffs for lost wages and compensatory damages. Then, based on the jury's recommendation, the judge approved up to \$152.5 million in monetary relief for 6,026 female sales representatives that worked at Novartis from 2002 to 2007. The judge also approved an additional \$22.5 million in nonmonetary relief to revise employment policies so as to eliminate sex discrimination. Though clearly not as large as the potential awards in the *Dukes* case, that's still a large class and an enormous financial remedy.

In addition, based on recent actions by the OFCCP and EEOC, even small individual claims can grow into larger class actions. The most recent example of this is *EEOC v. Schwan's Home Service* (2011), which started off as a routine individual claim by a female employee (Kim Milren) of sex discrimination in promotion in 2007. In the process of investigating the charges, the EEOC asked Schwan's for a larger list of similarly situated employees for 2006 and 2007, but received data for only 2006. Milren then made an additional allegation involving a single similarly situated female, along with the claim that if they were promoted, Milren and the similarly situated female would represent only two of 500 managers nationwide. The EEOC then requested information related to Milren's additional allegation, and reiterated its request for data (with gender breakdown) for 2006 and 2007. Schwan's failed to respond, leading to an EEOC subpoena in July 2008, followed by an amended claim of classwide sex discrimination by Milren in February 2009. Schwan's challenged the subpoena in court and the 8th Circuit supported the EEOC subpoena.

Clearly, the OFCCP and EEOC have indicated their resolve to fully investigate potential systemic discrimination and can form victim classes through various mechanisms. Therefore, in our opinion, there may be more to fear from enforcement agency driven class actions and from smaller disparate treatment cases morphing into larger class action allegations than from mega-size claims as in *Dukes v. Wal-Mart*.

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PRACTITIONERS' FORUM

Greg Michaud
Bradford Hill Associates



Rich Cober
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The **Practitioner's Forum** provides a place for presentation of ideas, cases, thought provoking research, and great experiences that can be leveraged across a range of practitioner audiences. For the next several *TIPs*, the Practice Committee will be managing a rotation of authors to contribute "Practitioner Notes" to this column based on themes most relevant to their everyday job needs. In this article, Greg Michaud takes the first assignment and provides some great food for thought related to the role that change management plays in our practice. In my experience, there is no more important partner for my work than the professionals who help take the vision we have as relatively focused scientist-practitioners and help to bridge that focus with the way nonscience focused users will see, accept, and ultimately use the tools and processes we provide.

Practitioner Notes From Greg Michaud

The practitioners' forum is a great place to take stock of the research-practice connection and how critical it is in our field. Research is what grounds my identity as a consultant and makes my practice different and distinct from other consultants working in the human capital area. In thinking about the many ways current research has informed my work as a practitioner, I decided to reflect on some of the work I am doing to establish my practice in the area of change management, specifically in an organization's change readiness, an area often overlooked by leaders and practitioners. In this area, my work is heavily influenced by the theoretical and research contributions on organizational culture of **Dan Denison** and his colleagues.

A Practical Research-Based Approach to Working With Culture

Denison's work in developing pragmatic, research-based approaches to the definition, categorization, assessment, and improvement of an organization's culture have been of great importance in my work, and to many practitioners assisting organizations in navigating change. Denison's work builds on other theorists like Schien (1990) but offers the practitioner a pragmatic behavioral approach that resonates with clients.

Denison developed a model of organizational culture based on 25 years of research linking organizational culture to performance measures including

return on investment, customer satisfaction, sales growth, employee satisfaction, innovation, and other key performance measures. Denison and his colleagues define culture as “deeply held beliefs and assumptions, how people think and act in organizations on a daily basis,” or simply, “the way things are done around here” (Denison, 1984). Denison studied organizations that were successful, as defined by financial and nonfinancial measures of performance, and those that were unsuccessful. He found for those organizations that were successful, culture played a critical role. Specifically, four important cultural components emerged as key differentiators:

- Mission—Do we know where we are going?
- Involvement—Are our people aligned and engaged?
- Adaptability—Are we listening to the marketplace?
- Consistency—Do we have the systems and processes in place to create leverage?

Denison’s model defines a strong culture as one that balances these four components. In the model, a successful culture balances flexibility with stability, with both an internal and external focus. One of the crucial roles of the leader in this model is to manage the dynamic tension that comes from balancing these four components (Denison, 1990).

Denison and his colleagues have been successful in developing a pragmatic, easy-to-administer survey based on extensive research with over 1,000 companies in 48 countries in many varied industries. Their survey differs from a climate survey in that responses point to specific actions around the four components of culture that are directly tied to measures of performance. The results of this survey can provide a baseline going in to a major change effort, giving leaders direction around what needs to be tended to in order to make change successful. It can also be administered after the change is implemented to get a sense of what is working and what needs to be changed or addressed, allowing the organization’s culture to be described, developed, and leveraged for success (Denison, 1984).

Successful Change Management; Helping Clients Plan for and Act on Their Organization’s Readiness for Change

In my years working as a practitioner, I have found that building and maintaining a strong foundation for change is crucial for success. Whether a client is implementing a new manufacturing or inventory technology, rolling out an e-enabled records management system, or contemplating an acquisition, success requires a change in the culture of an organization. As an example, I have worked with several organizations where large systems were rolled out to streamline a manufacturer’s supply chain and other core processes. Several of these implementations were less than successful, often getting bogged down in employees’ difficulty adapting to or accepting the new technology, costing the organization millions of dollars. It wasn’t that the tech-

nology, project management, or even the “change management” processes were flawed. It was more that leaders failed to recognize that large systems implementation is more about culture and adaptation to change than it is about technology. In this sense, it is critical to understand, assess, and enhance the drivers of culture. In my experience, large-scale change needs to be understood as changing an organization’s behavior; a major shift in how things get done. I have worked with leaders to stack the deck in their favor by using the Denison model of culture and culture change to help leaders assess their organization’s readiness for change, focusing them on building change capability within the organization during the early stages of planning.

Considering an organization’s readiness for change need not derail a project timeline. Surveys and other tools can be deployed quickly and can give leaders useful data for decision making and planning. The data will help to mitigate risk while increasing the likelihood of success.

Practitioner Related Updates

The summer of 2011 began with a pilot program to test a model for research access that may be provided to SIOP members. The pilot program seems to have been very positively received by the practitioner community, confirming one of the findings from the 2007 Practitioner Study that there is a gap for many practitioners with regard to having access to current research via periodicals and a real hope that SIOP could bridge that gap. The Practice Committee is working with the Executive Board to develop a viable longer term solution. We expect to have more details in the fall and very much appreciate the continued feedback and inquiries related to this initiative.

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PRACTICE PERSPECTIVES



SIOP Membership and Representation

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In recent years growing attention has focused on membership issues in SIOP. The current SIOP president has identified membership retention and attrition as a priority issue and wants to better understand “why midcareer professionals leave the organization” (Colella, 2011). Related to this are concerns that practitioner members are dissatisfied with the support they are receiving from SIOP. Members have questioned how much SIOP leadership understands practitioner issues and provides support for practitioners (Silzer, Cober, Erickson, & Robinson, 2008a). This raises the question of how much individuals in SIOP leadership positions sufficiently understand and represent the interests of all members, both researchers and practitioners.

Evidence suggests that there are significant differences in satisfaction with SIOP among members related to the proportion of time that a member spends on practice activities versus research activities. For example, practitioners were significantly more dissatisfied than researchers in 11 of 12 areas of satisfaction with SIOP (Silzer, Cober, Erickson, & Robinson, 2008b). Clearly there are important satisfaction differences across member groups. These group differences in satisfaction were most significant in the following areas:

- SIOP recognition of practitioners for Fellow status
- SIOP recognition of practitioners for contributions to I-O practice
- Opportunity for practitioners to influence SIOP decisions and future directions
- Opportunity to elect I-O practitioners to the SIOP Executive Board
- SIOP leadership understanding of key practice issues

For this article, we were interested in exploring how well different member groups have been represented in SIOP leadership positions. Because we did not survey the full membership on this question, we decided to use archival member data and SIOP leadership data to identify naturally occurring member groups within SIOP based on current employment and leadership data to identify the group membership of SIOP leaders.

Member Employment Categories

Our first objective was to determine how professional members could be grouped by current employment category. To better understand the current membership, a list of all SIOP professional members and Fellows was obtained from the SIOP Administrative Office in May, 2011. The information related to current employment and graduate degree, and included a self-identified employment category. The self-identified employment categories are chosen when people initially join or renew their membership from a drop-down list containing 26 predefined categories provided by SIOP. The membership data was reviewed to make sure the self-identified employment category was appropriate. In some cases the self-assigned category seemed to be inconsistent with the listed employer and position title. We made an effort to clear up employment category confusion by doing an Internet search to confirm the employment category for members where inconsistencies existed. This helped to ensure that each member was in the correct employment category. We also did an Internet search in cases where the employment category was left blank in order to reduce the number of members assigned to the “unknown” employment category.

The results of our grouping of professional members and fellows by employment category are presented in Figure 1. These categories were primarily self-identified by members.

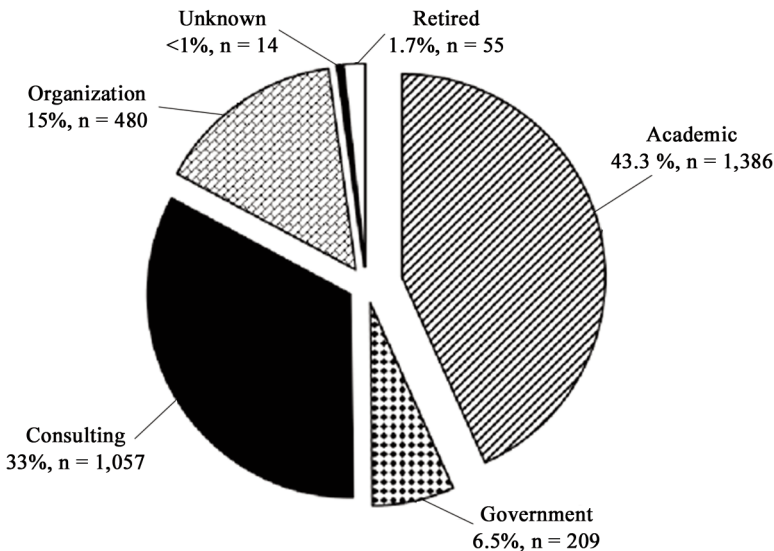


Figure 1. SIOP Membership by Employment Category

At first glance it might seem that 43% (academics) of members focus on research and 48% (consulting plus companies) focus on practice. But that is

not very precise. For example, members who work for government employers might focus on research or practice. Similarly some members in consulting organizations focus on research. We were interested in refining our analysis to get a more accurate picture of group membership so we further analyzed each of the member groups to identify underlying subgroups.

Employment Subgroups

For each of the four key member groups we identified the core subgroups.

Academic

The core employment subgroups for members who work in academia are presented in Table 1. The predominant employment subgroups are psychology departments and business schools/departments. It should be noted that there are now more SIOP members employed in business schools than in psychology departments. This suggests a continuing shift to academic employment in business schools.

Table 1
Academic Employment Subgroups

Academic subgroups	<i>N</i>	% of academic category
Business school/department (1)	660	47.6
Psychology department	590	42.6
University research (2)	66	4.8
Other educational institution	36	2.6
Student (3)	15	1.1
Professional school (4)	11	0.8
Two-year college	8	0.6
Academic total	1,386	

- 1 - also includes OB and HRM departments
- 2 - position has “research” in the title and is in a variety of other departments
- 3 - includes PhD candidates and post-doctoral university positions
- 4 - found primarily in professional schools of psychology

Consulting

Over the last decade it does seem that many members have joined consulting firms. The core employment subgroups for members who work in consulting are presented in Table 2. A large number of members (*n* = 533, 17% of all SIOP members) are either self-employed or in independent professional practice. This suggests that many members are successfully operating as solo practitioners. In addition, many members (*n* = 167) are employed at smaller, more regional consulting firms.

Table 2

Consulting Employment Subgroups

Consulting subgroups	<i>N</i>	% of consulting category
Independent practice (1)	412	39.0
Small consulting firm (2)	167	15.8
Large I-O consulting firm (3)	122	11.5
Self-employed (4)	121	11.5
Moderate-sized consulting firm (5)	83	7.9
HR consulting firm (6)	65	6.2
Research consulting firm (7)	60	5.7
Research specialty consulting firm (8)	27	2.6
Consulting total	1,057	

1 - firms with an official name and a solo member

2 - smaller regional firms; appear to have at least two professional members

3 - large national I/O & psychology focused firms (APT, DDI, Kenexa, PDINH, Valtera, etc.)

4 - solo member with no formal firm name

5 - well-known, moderate sized consulting firms

6 - general HR consulting firms (AON, Hay, Hewitt, Korn-Ferry, Mercer, etc.)

7 - large I-O research oriented firms - AIR, HumRRO, PDRI

8 - all other research oriented firms (e.g. ACT, College Board, ETS, LIMRA, LOMA, etc.)

Companies

Over the years, many members have sought to join business companies. This is usually seen as a good career move for many who want to gain professional practitioner experience. The industry subgroups for company employment categories are presented in Table 3. Members are dispersed in a variety of industries, with the most in manufacturing, consumer products, financial services, nonfinancial services, and retail. It was difficult to determine if a member worked as a practitioner or in a research position within a company. We noted that there are very few members who are in "personnel research" positions, but we did not sort members working for companies by practice versus research focus.

Table 3

Company Employment

Company subgroups	<i>N</i>	% of company category
Manufacturing (1)	98	20.4
Financial services	62	12.9
Consumer products	54	11.3
Nonfinancial services	49	10.2
Retail	44	9.2
Technology	35	7.3
Utilities	22	4.6
Healthcare services	21	4.4
Manufacturing (1)	98	20.4
Financial services	62	12.9
Consumer products	54	11.3

Table 3 (continued)

Company subgroups	<i>N</i>	% of company category
Nonfinancial services	49	10.2
Retail	44	9.2
Technology	35	7.3
Utilities	22	4.6
Healthcare services	21	4.4
Transportation	20	4.2
Consumer services	19	4.0
Professional organizations (2)	14	2.9
Telecommunications	13	2.7
Natural resources	12	2.5
Construction	5	1.0
Other organizations (3)	5	1.0
Media	4	0.8
Other industries	3	0.6
Company total	480	

1 - one third ($n = 32$) are in the pharmaceutical industry

2 - professional organizations such APA, etc.

3 - World Bank, United Nations, religious organizations

Government

Members who work for government organizations hold a wide range of positions, from exclusively research positions to full practice positions. The employment subgroups for the government category are listed in Table 4. The majority of these positions (over 50%) are with the federal government. We sorted members primarily on government level (federal, state, local) and by job title. Members seem to be divided between research and practice positions.

Table 4

Government Employment Subgroups

Government subgroups	<i>N</i>	% of government category
Federal government psychologist	56	26.8
Federal government research	46	22.0
Military research (1)	26	12.4
Local government personnel psychologist	22	10.5
State government personnel psychologist	19	9.1
Government healthcare organization	17	8.1
Personnel psychologist	9	4.3
Military service (2)	5	2.4
Academic position	5	2.4
State government research	2	1.0
Federal government academic	1	0.5
Local government research	1	0.5
Government total	209	

1 - Army, Navy, Air Force research groups

2 - active duty

Primary Work Focus

The subgroups suggest that some of the four primary member employment categories (such as consulting and government) include some members who focus on research activities and some who focus on practice activities. We were interested in estimating the number of members across the subgroups whose work focus is primarily on research versus those whose work focus is primarily on practice. We realize that the best way to approach this analysis would be to ask members directly, such as in the Practitioner Needs Survey (Silzer, et al., 2008a). However, because we were working only with archival member data, we sorted the employment subgroups listed above (in Tables 1–4) into four primary employment focus areas based on apparent associations:

- *Academic* positions (with the assumption they have primarily a research focus)
- *Research*-focused positions in consulting and government
- *Consulting* positions that have primarily a practice focus (and not a research focus)
- *Organization* positions in companies and government (with the assumption that company positions primarily have a practice focus)

The two authors independently sorted the subgroups into these four primary focus areas, and we had complete agreement. Of course, this is a general sorting of subgroups using archival data. There may be some members who have primarily a practice focus who work in academic institutions and other members with primarily a research work focus who work for business companies. We would suggest, however, that those are likely to be small numbers of members, and a more precise analysis (based on a member survey) would not result in a significantly different sorting outcome.

The results of sorting the employment subgroups into primary focus areas are presented in Figure 2. The data suggest that academics are still the largest single primary focus area for SIOP members, followed by consulting and organizations.

This sorting clusters members who have similar work activities. The actual number of members in each area can be found in Table 5. These results suggest that there is an even split in SIOP between members who have research as a primary focus (48.6% of SIOP members) and members who have a practice focus (49.3% of SIOP members). While some members may have both research activities and practice work activities, many members are likely to have a clear primary work emphasis of either research or practice. In our experience this is true for most members in consulting firms and in organizations. In academic positions members often mention that they have side “practices”; however, these are often focused on research that they are doing for external clients.

Member Representation in SIOP Leadership

One of the key areas of practitioner dissatisfaction with SIOP focuses on concern that their views and interests are not understood or represented by the SIOP

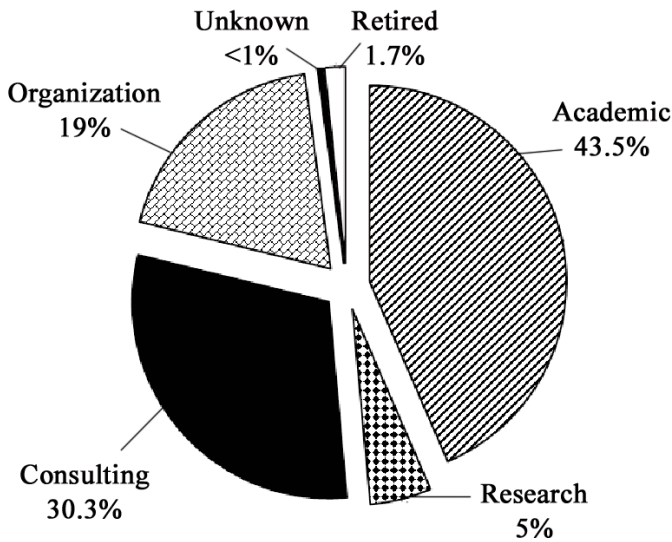


Figure 2. Membership by primary work focus.

Table 5
Members by Primary Work Focus

Primary focus	<i>N</i>	% of SIOP membership
Academic	1,392	43.5
Research	162	5.1
Researchers	1,554	48.6
Consulting	970	30.3
Organizations	608	19.0
Practitioners	1,578	49.3
Unknown	14	0.4
Retired	55	1.7
Other	69	2.2
SIOP total	3,201	

Executive Board (Silzer et al., 2008a, b). One indicator of how well members are represented is whether the makeup of the Executive Board sufficiently reflects the various member groups. As one former SIOP president (an academic) has said, "It all depends on who gets elected." He was suggesting that only by having practitioners in leadership positions can practitioner issues and interests be adequately represented. A recent SIOP survey suggests that researchers and practitioners have different interests and professional needs and that one group cannot fully understand and represent the other group (Silzer, et al., 2008a).

We were interested in finding out how current SIOP Executive Board members and past SIOP presidents sort into the member employment categories and the primary focus areas that we have discussed above. To do this analysis we collected available archival data on current EB members and past presidents.

SIOP Executive Board

One indicator of whether key member groups are being adequately represented is whether they have sufficient numbers of members from their member group on the SIOP Executive Board. Currently there are 16 members of the Executive Board (elected officers and APA representatives). We identified the member employment subgroup for each of the EB members. The current EB members represent the following subgroups:

- Academic
 - 10 - Psychology departments
 - 2 - Business schools/departments
- Consulting
 - 2 - Large national I-O consulting firms
 - 1 - Independent practice
- Companies
 - 1 - Technology

Clearly the dominant employment category is academics (75%), in psychology departments (63%).¹ Consulting and companies have only a few representatives, and this is probably only marginally different from past Executive Boards. We wanted to verify this assumption but were unable to find any archival record that lists past EB members. Figure 3 presents the distribution of current EB members on the primary work focus areas.

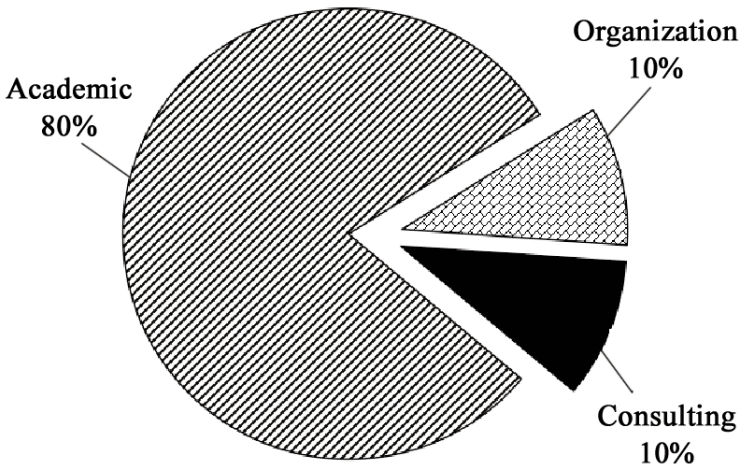


Figure 3. 2011–2012 SIOP Executive Board by primary focus.

¹ It should be noted that some SIOP leaders currently hold multiple key I-O psychology leadership positions. In our view, this is likely to not only cause a conflict of interest but also an unwise and biased concentration of organizational influence and power and a further reduction of diversity of thought, particularly if the person is an academic.

SIOP Past Presidents

We also were also interested in looking at how well different member groups have been represented by past SIOP presidents. We looked at the list of past presidents over the last 10, 20, and 30 years, and identified the related employment subgroups for each past president. Table 6 outlines the member employment subgroups of past presidents. It appears that academics have dominated the president group for many years, and they are actually increasing their dominance in the president group over the last 10 years. The number of presidents from the consulting member group has diminished over the last 10 years from a previous minority status. These data are cause for concern because the president group is getting less diverse and is becoming increasingly dominated by academic members.

Figure 4 presents the distribution of past presidents for the last 10 years. It demonstrates that the president group has been dominated by academics (80%) over the last 10 years.

Representation of Current Membership

It seems clear that both the current SIOP Executive Board and the SIOP presidents over the last 10 years are groups that have been dominated by members employed in academic institutions. If “elections matter” then there is good reason for practitioners to be concerned that their professional interests and needs may not be adequately understood or supported by the SIOP leadership. This reinforces the practitioner dissatisfaction that was identified in the Practitioner Needs Survey (Silzer, et al., 2008a).

Table 7 provides the distributions of current members, SIOP Executive Board, and 2002–2012 past presidents by primary work focus. The results suggest that academics are *significantly overrepresented* in SIOP leadership positions (twice as many as their proportion in the current membership). The results also demonstrate that I-O practitioners are *significantly underrepresented* in leadership positions (half as many as their proportion in the current membership).

Conclusions

This analysis of archival SIOP member data and SIOP leadership data provides some important insight into member issues and some possible underlying reasons for member retention and attrition issues. Some general insights are:

- There is a large group of members who are self employed or who are in independent practice ($n = 533$, 17% of the membership).
- There are now more academic members working in business schools ($n = 660$) than in psychology departments ($n = 590$).
- There are large numbers of SIOP members who work for business companies in the manufacturing industry ($n = 98$), the financial services industry ($n = 62$), and the consumer products industry ($n = 54$).

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Table 6
Past Presidents by Member Employment Subgroup

Employment category	Employment subgroup	SIOP past presidents					
		2002–2012	(past 10 yrs)	1992–2012	(past 20 yrs)	1982–2012	(past 30 yrs)
		<i>N</i>	% of group	<i>N</i>	% of group	<i>N</i>	% of group
Academic	Psychology dept	5	50.0	8	40.0	16	53.3
	Business dept	3	30.0	6	30.0	7	23.3
	Totals	8	80.0	14	70.0	23	76.7
Consulting	Research consulting firm			2	10.0	2	6.7
	Large national I-O consulting			2	10.0	2	6.7
	Independent practice	1	10.0	1	5.0	1	3.3
	Totals	1	10.0	5	25.0	5	16.7
Company	Technology	1	10.0	1	5.0	1	3.3
	Telecom					1	3.3
	Totals	1	10.0	1	5.0	2	6.7
Totals		10	100	20	100	30	6.67

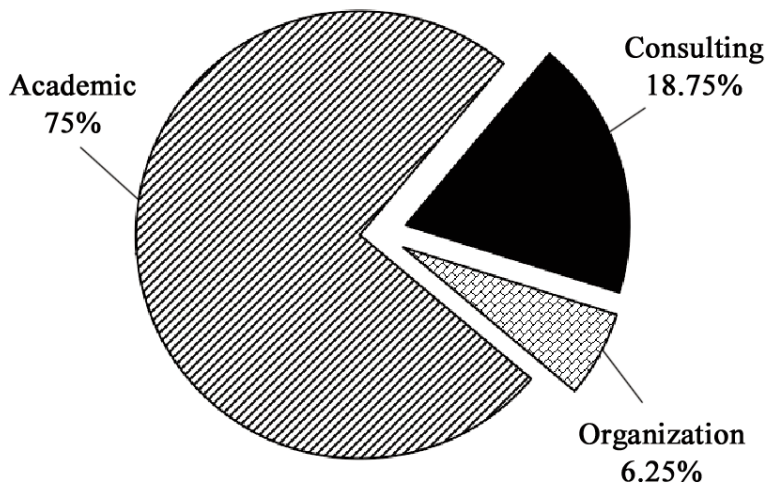


Figure 4. Past SIOP presidents (2002–2012) by primary focus

Table 7

Distributions of Members and SIOP Leaders on Primary Work Focus

	Current members		Current Executive Board		Past presidents	
	<i>N</i> (1)	% of members	<i>N</i>	% of EB(2)	<i>N</i>	% of past presidents(2)
Academic	1,392	43.5	12	75.0 (over)	8	80.0 (over)
Research	162	5.1	0	0.0 (under)	0.0	0.0 (under)
	1,554	48.6	12		8	
Research orientation (3)				75.0 (over)		80.0 (over)
Consulting	970	30.3	3	18.8 (under)	1	10.0 (under)
Company	608	19.0	1	6.3 (under)	1	10.0 (under)
Practice orientation (3)	1,578	49.3	4	25.0 (under)	2	20.0 (under)

1 - does not include members who are retired ($n = 55$) or whose employment status is unknown ($n = 14$).

2 - "Over" and "under" indicate that the member group is either over represented or under represented in the leadership group when compared to the member group's % of the total SIOP membership.

3 - Research orientation is the combination of academic and research primary work focus areas; practice orientation is the combination of consulting and company primary work focus areas.

- There is about an even split between members who have a primary research work focus (48.6%) versus members who have a primary practice work focus (49.3%).
- Academic members dominate the current SIOP Executive Board (75% of the EB) and have dominated the SIOP presidency for the last 10, 20, and 30 years.
- Academic members are *significantly overrepresented* on the current Executive Board and among the presidents for the last 10 years in comparison to current membership proportions.
- Practitioners from consulting and companies employment areas are *significantly underrepresented* on the current Executive Board and among the presidents for the last 40 years in comparison to current membership proportions.

It is troubling that membership in SIOP leadership continues to poorly reflect the actual proportion of member groups in the SIOP membership. The issue of practitioner representation was raised years ago, but there has been little change, although we did just elect a consulting practitioner as the next president. Some would argue that practitioners have not stepped up and run frequently enough for office. Although that may have been true in the past, over the last few years there now is regularly at least one practitioner running for most leadership openings. Perhaps there still is a strong bias against I-O practitioners who have not extensively published in peer-reviewed journals.

One could make a strong case that SIOP's future success as a professional organization will depend on how well it recognizes and supports members in all member categories and employment settings and not just those in academic and research careers. Although there has been some effort in the last few years by the Professional Practice Committee to identify and address practitioner needs (Silzer & Cober, 2011), we think that there is still some resistance by the Executive Board to fully support I-O practice and practitioners. Perhaps this is why there continues to be a problem with members leaving the organization. Is SIOP ready to step up and be a fully effective professional organization that serves all members or continue to be primarily an academic oriented organization? That is a core question that SIOP needs to address. The answer will have far reaching consequences for our profession and for our professional members.

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Evidence-Based Aid in Disaster Management: Doing More Good Than Harm

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Professor Mike Clarke became chair of Research Methodology at Queen's University in Belfast and director of the All-Ireland Hub for Trials Methodology Research in March this year, after being director of the UK Cochrane Centre since 2002 (<http://ukcc.cochrane.org/>). Mike has worked actively on more than 30 systematic reviews in a wide range of areas, as well as on large, randomized trials in topics such as maternity care, breast cancer, poisoning, and stroke. He is Podcast and Journal Club Editor for The Cochrane Library (<http://www.thecochranelibrary.com/view/0/index.html>), and has a strong interest in increasing capacity for the conduct of systematic reviews¹ and in improving their accessibility, in particular in low- and middle-income countries. His work on accessibility includes Evidence Aid, which is seeking to make it easier for people in and around organizations planning for and responding to natural disasters and other humanitarian emergencies to use systematic reviews in their decision making (<http://www.cochrane.org/cochrane-reviews/evidence-aid-project>). Today he speaks to us about this important programmatic development.

1. Mike, can you tell us a little bit more about the Evidence Aid project?

Evidence Aid is an attempt to turn the evidence that has been gathered in research into the knowledge that people planning for, and responding to, natural disasters and other humanitarian emergencies need when they are making decisions and making choices. It arose within The Cochrane Collaboration after the Indian Ocean tsunami of December 26, 2004, to improve access to information about the effects of healthcare interventions of particular relevance in natural disasters. In health care and human services generally, the last 20 years have seen an increasing recognition of the role of systematic reviews as a key piece in the jigsaw for evidence-based decisions, and it should be no different when faced with a disaster. People in organizations engaged in disaster risk reduction, preparedness, and response want to do more good than harm but don't always have the tools available to allow them to make well-informed decisions that will help individuals, businesses, and

¹ For interested readers, these have been discussed in detail in Briner & Rousseau (2011), and Oliver et al, (2005).

communities to recover. They need timely access to high quality, unbiased information on what works and what doesn't work. We shouldn't expect them to have work through dozens, or even hundreds, of research studies to get to this. We need to review this information for them, using well-established, robust methods; and then make it available in a timely, accessible, and understandable format. We can do this through systematic reviews.

2. You mentioned The Cochrane Collaboration, which produces systematic reviews of the effects of healthcare interventions. Does this mean that Evidence Aid just looks at health?

You're right that the Collaboration is focused on health care. In fact, it's the world's largest organization producing systematic reviews of the effects of interventions with upwards of 4,500 reviews already produced and more than 25,000 volunteers in over 100 countries. However, Evidence Aid is now moving beyond health care. Many of the problems faced after disasters and during other humanitarian crises relate to other things: shelter, communication, construction, education, security support, rebuilding jobs, and services for displaced people, to name but a few. There's no reason to believe that systematic reviews can't help to resolve uncertainties and help decision makers who are working directly in, researching, or consulting in these areas. Earlier this year, we were able to appoint Bonnix Kayabu at the Centre for Global Health in Trinity College Dublin, and he has already identified several key areas that we are set to explore in the coming months. To add to this, however, we've launched an Internet survey in English, Arabic, French, and Spanish to gather information from people with relevant experience on their priorities for evidence and how they would like to receive this. The survey is available today from <http://www.EvidenceAid.org>.

3. Where might industrial-organizational (I-O) psychology come in?

After the initial health-related challenges, such as broken bones, have been dealt with following a disaster, among the biggest challenges remaining are likely to relate to mental health services and psychological well-being. And these are the sorts of problems that could have a major impact on the speed with which people and their communities are able to recover. Organizations need to understand the scale of the problem, the interventions that would help to solve it, and how to implement these. I-O psychology has a key role to play in this. It can help aid and public service organizations to gather data on the number of people affected and identify those in most need of assistance, before moving on to the design and delivery of effective interventions and, and this is something I am especially keen on, providing people and organizations with the opportunity to take part in new studies that will give them access to the best possible alternatives and resolve uncertainties for the future.

4. How might our profession help out more?

There are so many ways, but I'll give you just a few for now. One of the first things we did in Evidence Aid after the Indian Ocean tsunami was to gather the questions that people in the affected region needed answers to, rather than assuming that we might know these ourselves from thousands of miles away. The same remains true. We need I-O psychologists who work in the disaster arena to tell us about the choices they need to make, what their uncertainties are, and what the options might be (for some examples about the impact of stress on disaster workers to community workforce resilience and recovery, see Paton, 2008). It would be great if I-O psychologists would then work with Evidence Aid to tackle these issues through systematic reviews and, when these reviews are done, if they would help to place the findings in context by preparing commentaries.² We also need them to be advocates for Evidence Aid with their colleagues, to raise awareness of Evidence Aid so that the people who would find it useful can find it. And, of course, we would greatly welcome feedback responses to the needs assessment survey from within the TIP and I-O psychology community (<http://www.EvidenceAid.org>).

5. Do you want to leave TIP readers with any particular take-home message?

As practitioners or researchers, our driving motivation should be the desire to do more good than harm. To succeed, we need to gather, provide, and use evidence that is as reliable and up to date as possible. Evidence Aid is striving to achieve this for the tens of millions of people affected by natural disasters and humanitarian crises every year, and for the organizations and staff working to assist them. There's a great deal of work to be done, and the more people who can help the better. Sadly, one of the things that we can be certain of about the future is that there will be another earthquake, another tsunami, another hurricane. We need to build Evidence Aid so that it's ready when it's needed and so that it can achieve its goal of easing the pain and suffering that the next disaster might bring.

Thank you so much, Mike, for sharing your news about this important development with our TIP readers. I/we hope it enables much fruitful dialogue, and mutual capacity building.

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² See *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 2011, 4(1), for an example.

SPOTLIGHT ON GLOBAL I-O



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Greetings, *TIP* readers, and welcome to the latest edition of the **Spotlight** column! This issue's compass points east, far east, to mainland China, where our profession has advanced significantly in the past 3 decades. Read on for an excellent overview of the state of I-O psychology in China, compliments of Zhongming Wang and Bill Mobley.

Industrial-Organizational Psychology Developments in China

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Industrial and organizational (I-O) psychology in China has developed significantly over the past decade. This development has been in the context of China's rapid economic growth; globalization in terms of both multinational firms' increasing investment in China as well as Chinese organizations, be they state enterprises, private firms, or joint ventures, becoming more competitive and global in their strategy; and high demand for talent, including I-O psychologists. In this article, the general progress of I-O psychology in China is reviewed and several trends are discussed. The emerging problem-driven and integrated approaches to I-O psychology research, as well as the demand for multilingual I-O psychologists, are highlighted.

Although industrial psychology in China started in the late 1930s, it was not until the 1980s that it gained its momentum under the new era of economic reform and open-to-outside-world policy (Wang, 1993). In a review and theory-building chapter of industrial and organizational psychology, Wang (1995) summarized the role and development of industrial and organizational psychology in China based upon Chinese cultural tradition and recent management reform practices. Several Chinese cultural traditions in management

¹ As always, your comments and suggestions regarding this column are most welcome. Please feel free to e-mail me: lfthompson@ncsu.edu.

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have affected I-O psychology in the country, including the group approach, the harmony concept, the equality mentality, and the organizational commitment. In recent years, I-O psychology has witnessed significant developments in three areas: (a) professional program development, (b) problem-driven research, and (c) globally integrated collaboration in relation to key issues in the social and economic development of China. With the continuous growth of the economy and rapid development of internationalization in China, I-O psychology is becoming one of the most widely applied disciplines.

Professional Program Development

As a program of study, industrial psychology was first established at Hangzhou University in the early 1980s under the general guidance of the late professor Li Chen, who was the 1930s founder of Chinese industrial psychology. It was the economic reform in China that stimulated the nationwide needs for industrial and organizational applications and development. Since 1980, industrial psychology has become an important area of psychological research and a special concentration for graduate programs of psychology, especially active among psychology programs at East-China Normal University, Beijing Normal University, and the Institute of Psychology at the Chinese Academy of Sciences. In 1990, the industrial psychology program at Hangzhou University (now Zhejiang University) was awarded the National Academic Key Program and the National Laboratory of Industrial Psychology distinctions. There was a nationwide movement to widen the program areas, and the industrial psychology program then transitioned into a broader “applied” psychology program to include key areas of industrial, organizational, social, and clinical psychology. Industrial and organizational psychology was becoming more and more linked with global research development and academic upgrading on the one hand and on the other hand more geared with professional/practitioner jobs applying psychology. Since 2009, universities in China have started to emphasize professional education by offering a newly launched professional degree program of applied psychology, with the first set of programs at Peking University, Zhejiang University, Nankai University, Nanjing Normal University, and East-China Normal University in 2010. The professional program development of applied psychology has built a special concentration in industrial and organizational psychology with an emphasis on occupational skills in personnel selection, compensation, organizational change, and entrepreneurship. This has signified that I-O psychology is no longer just an academic discipline and that I-O psychologist is formally recognized as a profession in China.

Problem-Driven Research

While the educational program of I-O psychology was adjusted and transformed into applied psychology from the 1990s, the Chinese I-O psychology

Division of the Chinese Psychological Association has been an active academic group, characterized by its cultural–social orientation and linked with economic reform practices and joint efforts with practitioners. Much of the recent research activities among I-O psychologists are carried out under the second significant development in Chinese I-O psychology, that is, a problem-driven approach, in the following areas:

- Work motivation for core employees and reward/compensation strategy with a concern for low income groups and justice perceptions. More efforts have also been made in strategic competence modeling, comprehensive personality and values assessment, and HR strategies.
- Group dynamics and team effectiveness among R&D groups and virtual teams among Internet businesses, as well as entrepreneurial team development and cross-cultural/global teamwork.
- Personnel selection and assessment centers are still hot topics in China. More research has been carried out in the areas of leadership competence modeling, comprehensive assessment centers with validation (tests, in-basket tasks, leaderless group discussion, field site visits with total-solution recommendations) and career development packages.
- Organizational decision making in key areas such as strategic change decisions, participative leadership, and global business strategies. A recent focus has been on organizational learning, psychological safety, and accountability in the face of high-growth and high-uncertainty business environments.
- Cross-cultural management and global leadership. A new emphasis has developed, shifting from managing foreign expatriates in China to how Chinese managers can more effectively operate overseas. In addition, corporate culture is still an active area of research and development in relation to global entrepreneurship.
- Organizational change and entrepreneurship research in relation to rapid developments in mergers and acquisitions, growth in Internet mobile business, corporate entrepreneurship, green entrepreneurship, and global business.

New directions in Chinese industrial and organizational psychology reflect significant theory development, problem-driven systematic research, and a holistic approach.

Globally Integrated Collaboration

The third significant area of development in Chinese I-O psychology has been the more integrated collaborative research supported by various international foundations, agencies, and organizations. Some examples of significant projects in which researchers from different countries are working closely and effectively include the following:

- Psychological factors and action modeling in small- and medium-sized enterprise firms' success in 350 Chinese firms and 350 German firms, a key project partially supported by the Chinese National Science Foundation and German Finance Association (German DFG);
- Strategic human resources and psychological mechanisms for 800 Chinese firms under collaboration supported by the Ministries of Science & Technology China and the Royal Academy of Sciences, Netherlands;
- Organizational learning and strategic change decision making in collaboration among professors from Zhejiang University and Harvard Business School.

Talent Constraints

In China, as in the Western world, many I-O psychologists are pursuing careers in business schools and consulting. And, as with many other disciplines in China, there is an encouraging flow of talent in the early career pipeline but an imbalance of supply and demand in the mid- and later-career talent pipelines. Thus, demand is quite high for mid- and later-stage PhD-level I-O psychologists in both academia and in consulting. In particular, there is a need for talent that is bilingual and can contribute to Western firm and management effectiveness in China as well as Chinese firm and management effectiveness in China and abroad. Returning Chinese, who have studied and worked abroad, are helping alleviate this constraint. More western I-O psychologists learning Chinese would be a welcome development as well.

In general, I-O psychology has developed very rapidly in China. The professional program development, the problem-driven approach, and globally integrated collaboration are among the most significant advances. The Chinese SIOP is looking forward to working more closely with SIOP in the near future.

Concluding Editorial

So there you have it, an enlightening summary of I-O psychology in China, which offers many exciting challenges and opportunities for I-O psychologists worldwide, as well as a notable flow of talent in the early career pipeline to contribute to the future of our profession.

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The Influence of Douglas McGregor

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Just as every economist, knowingly or not, pays his dues to Keynes, we are all, one way or another, McGregorian.
(Warren Bennis, 1972, p. 140)

Most I-O psychologists recognize the name Douglas McGregor, and they have dutifully memorized the characteristics of Theory X and Theory Y managers, but I suspect that many do not appreciate the influence that McGregor had on organizational psychology. Imagine if, today, I-O psychology had its own Stephen Jay Gould or Steve Levitt—a scholar/author who popularizes behavioral research in a way that captivates both the lay public and the academic community. This will help give you at least some sense of how important McGregor was to postwar organizational research and practice. It is not hyperbole to say that McGregor's 1960 book *The Human Side of Enterprise* stands as one of the most important pieces of management literature ever published.

McGregor's ideas were not new. He was deeply influenced by Abraham Maslow, and he adopted many of the ideas of other leading figures in the human relations school. As Latham and Budworth (2007) noted, however, McGregor articulated these ideas in a way that few others could. Indeed, among managers, McGregor was the most well-known behavioral scientist of his time. Among scholars, people such as Argyris, Haire, Herzberg, Likert, Scanlon, Schein, and many others were profoundly influenced by McGregor's ideas. McGregor recruited Kurt Lewin to MIT and helped found the Research Center for Group Dynamics. And, he is credited, along with Richard Beckhard, with coining the term "organization development" to describe the application of behavioral science to major organizational change (Weisbord, 1987).

McGregor asserted that it was the assumptions of managers that determined their effectiveness, rather than the characteristics of the managers themselves. Managers needed to believe that people were capable of engaging in work and that workers needed neither a carrot nor a stick to perform their best. As McGregor put it, "The motivation, the potential for development, the capacity for assuming responsibility...are all present in people. Management does not put them there" (quoted in Kleiner, 1996). McGregor rejected his own strict religious education presenting man as inherently evil.

The Theory Y manager believes that people are not by nature indolent but are often the product of self-fulfilling prophecies of Theory X managers.

One unfortunate legacy of McGregor's influence was the uncritical application of his ideas by consultants and organizational leaders. Schein (1975) argued that McGregor's Theory Y is misinterpreted as much or more than anybody's work. He noted that Theory Y is a theory of motivation not a theory of how to run a corporation. According to Schein (1975; p. 78-79):

Theory Y does not imply participative management or any other kind of management—it is only a statement about what people are fundamentally like, and what kind of organizational behavior they are capable of, if the conditions within the organization are appropriate.

McGregor himself noted that Theory X and Theory Y are not managerial strategies but are beliefs that guide leaders' actions. One example of trying to run a corporation based on McGregor's ideas was Andrew Kay and Non-Linear Systems Inc. Kay was profoundly influenced by McGregor's 1960 book and set about designing his own Theory Y organization. As I described in my chapter on the history of organizational psychology interventions (Highhouse, 2007), Kay implemented dramatic organizational changes in 1960, even though Non-Linear Systems was doing gangbuster business. Kay even hired Abraham Maslow to be the "resident guru" during the summer of 1961. Three years into the experiment, however, profits declined, layoffs were implemented, and the organizational changes were abandoned. President Kay confessed, "I must have lost sight of the purpose of business, which is not to develop new theories of management" ("Where being nice to workers didn't work," 1973, p. 99). The OD field similarly ran with a "one best way" approach to organizational change, based on a faith that fostering autonomy, participation, and authenticity were sufficient to improving organizational functioning. Guion (1973) noted such a trend in Division 14 when he cautioned: "I hope that we do not move in the direction of untested organizational intervention, yet I see us potentially moving in that direction" (p. 6).

McGregor died in 1964 at the young age of 58. He was known as charismatic and laid-back, and he loved to sing old hymns. Antioch College changed its name to Antioch University McGregor to honor McGregor's presidency from 1948 to 1954.¹ McGregor's ideas have infiltrated our everyday vocabulary, and continue to inspire I-O research (e.g., DeVoe & Iyengar, 2004; Heath, 1999). He should also continue to inspire I-O practice by showing that one can make an enormous impact by promoting a focus on the human side of business.

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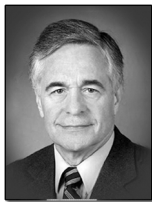
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Milt Hakel

“New technology will be the downfall of everything.” This lament has been uttered many times over the millennia, but nothing has stopped the relentless march of technological progress. My favorite version of the lament was voiced by Socrates, as reported by Plato in the *Phaedrus*.

In the 5th century BCE there was a tremendous controversy about the use of written records in education. In particular, Socrates argued against the introduction of writing because it would “create forgetfulness in the learners’ souls, because they will not use their memories; they will trust to the external written characters and not remember of themselves.... They will appear to be omniscient and will generally know nothing.”

There have been plenty of “know nothings” since.

Fast forward to 2004. Tim O’Reilly is generally credited with popularizing the term “Web 2.0.” As noted in its Wikipedia entry, “The term Web 2.0 is associated with web applications that facilitate participatory information sharing, interoperability, user-centered design, and collaboration on the World Wide Web. A Web 2.0 site allows users to interact and collaborate with each other in a social media dialogue as creators (prosumers) of user-generated content in a virtual community, in contrast to websites where users (consumers) are limited to the passive viewing of content that was created for them. Examples of Web 2.0 include social networking sites, blogs, wikis, video sharing sites, hosted services, web applications, mashups and folksonomies.”

Back in the 1980s, I wondered why anyone would ever want, let alone need, e-mail. Now I can’t live without it. And today, 7 years after Facebook was launched, it has grown to provide social networking for 750 million. Thus it looks like social media are here to stay. It is even likely that many (most?) SIOP members have Facebook accounts.

We’ve noticed. The SIOP Foundation Board of Trustees is delighted to announce that we’ve joined Web 2.0 with the launch of our page on Facebook! As of this writing 51 visitors “like” us, and we hope that you will visit us soon. If you like what you find, give us a thumbs up—“like” us. Watch our page for current announcements, interviews with award winners, and news about grants.

Your calls and questions to the SIOP Foundation are welcome, not to mention e-mails and friendships. Join the contributors to the SIOP Foundation and the Foundation Trustees because together we are building for the future. New technology—bring it on! Reach us at: The SIOP Foundation, 440 E. Poe Rd., Suite 101, Bowling Green, OH 43402-1355; 419-353-0032; Fax: 419-352-2645; E-mail: LLentz@siop.org; E-mail: MHakel@bgsu.edu; www.siop.org/foundation; www.facebook.com/SIOPFoundation.

SIOP Granted NGO Consultative Status With the United Nations

John C. Scott
APTMetrics, Inc.

At the initiative of Past President **Gary Latham**, the Society for Industrial and Organizational Psychology (SIOP) submitted an application 3 years ago to the United Nations' Economic and Social Council (ECOSOC) in order to be granted special consultative status as a nongovernmental organization (NGO). This application process spanned the terms of four SIOP presidents and drew heavily on the support of Gary Latham, **Kurt Kraiger**, **Eduardo Salas**, and our current president, **Adrienne Colella**. In addition, Linda Lentz from SIOP's Administrative office spent countless hours on application forms and special requests. Our efforts finally paid off and we are proud to announce that SIOP has just been granted NGO special consultative status with the ECOSOC! The ECOSOC is one of six principal organs of the United Nations System established by the UN Charter in 1945 and serves as the central forum for formulating policy recommendations regarding international economic and social issues (Economic and Social Council, 2010).

By obtaining NGO consultative status, SIOP can make direct contributions to the programs and goals of the United Nations by accessing and participating in the work of the ECOSOC. The members of SIOP bring a very unique set of skills and body of research that aligns with ECOSOC's vision and mission and that can be leveraged to drive positive societal change on a global basis. In particular, ECOSOC supports several key UN initiatives for which SIOP and its members have the capacity to play an important contributing role.

The first of these initiatives is known as the Millennium Development Goals (MDGs), which have been adopted by all 192 UN member states and represent eight time-bound goals designed to confront extreme poverty in its many manifestations. The MDGs include specific targets that address poverty and hunger, maternal and child mortality, disease, inadequate shelter, gender inequality, environmental sustainability, and a global partnership for development. These goals, which were adopted by world leaders in 2000 and designed to be achieved by 2015, provide a framework for the world community to work together towards a common purpose, in an interdisciplinary fashion. The organizations and the people in them, whether working in aid, governments, health services, education, or business, are at the cutting edge of these initiatives.

Although many I-O psychologists may wonder what particular skill sets would be useful in this context, our discipline is engaged in work and research that is directly relevant to, and can be leveraged by, the ECOSOC to support its long-term goals as well as the MDGs. A few of these areas include:

- Gender and diversity research and program development
- Talent selection and development

- Corporate social responsibility research and initiatives
- Entrepreneurship (enterprise development)
- Occupational health and safety
- Teams and team leadership
- Performance management
- Research design
- Compensation and pay equity analyses
- Program evaluation and the development of key outcome metrics

Carr (2007) also provided an insightful framework for mapping various core competencies of our discipline against the challenges faced by organizations tackling the MDGs, and Thompson (2009) has described the viable role that organizational psychologists can play in global poverty reduction. In addition, a Global Task Force for Humanitarian Work Psychology was recently formed to promote and leverage the skills that organizational psychologists bring to the table to improve the design, delivery, and evaluation of international aid and the provision of essential human services to health, education, and industry. The I-O skills needed for this initiative include, among others: program evaluation, change management, policy development, program implementation, and consultation on personnel issues. In addition, the impact that I-O psychologists have had in private enterprise brings a significant level of credibility to these global agendas (Berry, et al., 2009).

A second initiative that aligns with SIOP's mission and values is the UN Global Compact. Also launched in 2000, this strategic policy initiative provides a framework for companies that endorse sustainability and responsible business practices. The Global Compact is a voluntary initiative that is organized around 10 principles in the areas of human rights, labor, environment, and anticorruption. The goal is to "mainstream" these principles around the world and harmonize and align businesses with the broader UN goals, including the MDGs. The SIOP annual conference has featured theme tracks over the past few years that directly align with the goals of the UN Global Compact, and many I-O psychologists are already actively engaged in activities that support this initiative (Berry, Reichman, & Schein, 2008).

Advancing the Goals of the Alliance for Organizational Psychology (AOP)

SIOP's consultative status with ECOSOC aligns with the mission and advances the objectives of the AOP, which was recently formed among SIOP, the European Association of Work and Organizational Psychology, and Division 1 of the International Association of Applied Psychology. The mission of AOP is to support and advance the science and practice of organizational psychology and to expand its scope of application and contribution to society to improve the quality of working life. The AOP alliance strives to increase

I-O psychologist's potential for global impact and for developing more effective communication and collaboration among businesses around the world.

The international framework embodied by the AOP, combined with enhanced access and opportunities afforded by NGO consultative status, will help drive our capacity to support the UN Global Compact, address MDG challenges, and promote the use of evidence-based decision making in management and policy development on a global scale. This is an important milestone for SIOP, the AOP, and all of its members. More to come!

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THINKING BEYOND THE BOX



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The Alliance Begins

EAWOP, Division 1 of IAAP, and SIOP have fully agreed, and thus the Alliance for Organizational Psychology is now a reality. Its governing body will meet in Bologna, Italy this November to hold its initial meeting.

Each of the founding partners has appointed three representatives to the governing body of the Alliance. Representing SIOP will be **Adrienne Colella**, **Eduardo Salas**, and **Donald Truxillo**. EAWOP will be represented by Nik Chmiel, **Franco Fraccaroli**, and Salvatore Zappala. Division 1's representatives are **Handan Sinangil**, **Gary Latham**, and Barbara Kozusznik. They and President **Milt Hakel**, Secretary General Arnold Bakker, and Treasurer José Maria Peiro will meet to make the decisions needed to transform the ideas presented in the governance plan and its addendum into the lean, flexible, and responsive global federation envisioned by the founding partners. (You can see these documents on the Alliance Web site.)

The agenda in Bologna will contain three major items: (a) creation and registration of a not-for-profit legal entity, (b) admission of additional federated societies, and (c) provision of Web services to members including an opt-in portal. Considerable advance work is already being done. For example, EAWOP is now in the process of revising its incorporation, so much of the information gathered in that effort can inform the registration of the Alliance. Regarding the second item, EAWOP's procedure for admitting new constituents (national groups of work and organizational psychologists) will serve as a template for a similar process in the Alliance. Finally, both EAWOP and SIOP have extensive experience with Web sites, so identifying the specifications for the Alliance's Web services is underway. Other agenda items will be added as needed.

The Alliance's URL is <http://www.AllianceOrgPsych.org>. If you visit the site, you will have the opportunity to opt in by clicking the register link (upper right corner of the home page, next to login). Upon registering, you will gain access to the content open to Alliance members. Please consider this announcement to be a call and invitation for participation, regardless of previous or current personal involvement in the discussions that have gotten the Alliance to its launch. The Alliance needs your input and ideas.

Final agreement about launching the Alliance as an independent global federation came at the recent EAWOP congress in Maastricht. In 1992, Maastricht saw the launch of the European Commission. Now it has seen another launch, one that in the world of organizational psychology will be just as significant.

Setting Sail for San Diego!
27th Annual Conference: April 26–28, 2012
Preconference Workshops: April 25, 2012

Deborah E. Rupp
Purdue University

Lisa Finkelstein
Northern Illinois University

Can you believe it's time to start planning for our annual conference already? We were still buzzing with excitement from the successful Chicago conference when we and our conference planning team headed to San Diego in June to check out the facility and location (fabulous!) and start planning another exciting year full of opportunities to learn, network, reconnect, and move our field forward.

The 27th Annual Conference is certainly not to be missed—mark your calendars right now and start planning your trip! In this article we will give you just the first taste of what's in the works as our year of planning progresses. Stay tuned for full-blown highlights in the January issue of *TIP*.

Submissions

For all of you who submitted proposals, the results of the peer reviews will be e-mailed in December.

Concurrent Sessions: Something for Everyone

The member-submitted, peer-reviewed sessions will always be at the heart of our conference. We will continue to have hundreds of peer-reviewed sessions featuring I-O psychology research, practice, theory, and teaching-oriented content. These sessions will be presented in a variety of formats including symposia/forums, roundtable/conversation hours, panel discussions, posters, debates, and master tutorials. In addition, we will have addresses from our SIOP award winners, key committee reports, and invited speakers.

Invited Addresses

This year we will feature several invited sessions and addresses throughout the conference. Please note, the term “invited” refers to the presenter not the audience! Come one, come all!

Plans for some of these sessions are still in the works. Here's a sneak peek at some that are confirmed:

- Howard M. Weiss will be giving an invited address entitled “Working as Human Nature.” In his address he will argue that there is a way to define and think about working that pulls it apart from the traditional context of the institution of work and conceptualizes it as an essential feature of the way humans engage with their environments. He will talk

about the implications of this conceptualization both for the immediate experience of working across traditional and nontraditional contexts, for the psychological study of the activity of working, and for the place of a psychology of working within the broader field of psychology.

- A day does not pass that we don't read or hear about national security, intelligence community, and national defense efforts. With cyber threats high, the takedown of Bin Laden, and 10 years since 9-11, we know that I-O psychologists have played, and continue to play, key roles in this arena. **Elizabeth Kolmstetter**, from the Office of the Director of National Intelligence, is assembling a panel that will represent the CIA, Homeland Security, and the Department of Defense to bring a "behind the curtain" look at how our field is directly supporting these efforts, and having *big impact*.
- We are thrilled to be featuring the second annual Lightning Round/IGNITE session, this year centered around the conference theme of impact. **Autumn Krauss** will take us on another journey where key leaders of our field will discuss what impact means to them, each in 5 minutes, with 20 slides, advancing every 15 seconds. This was a sight to behold last year in Chicago. We can't wait for Part II.
- We are very pleased to present a special session by the Alliance for Organizational Psychology. Chairs **Donald Truxillo** and **Franco Fraccaroli** will lead researchers from around the globe in a discussion of cutting-edge research and perspectives on aging workforce issues.
- Early, mid, and late career SIOPers, we want to hear from you. Is the annual conference meeting the needs of your cohort? What more can SIOP do to make this the premier conference for I-O psychologists at all career stages? Come to a roundtable hosted by Conference Chair-in-Training Robin Cohen and current Conference Chair Lisa Finkelstein, and help us make the conference a conference for all ages.

Thursday Theme Track

We are pleased to again offer an action-packed Thursday Theme Track. The Theme Track is essentially an individual conference within a conference, delving deep into a cutting-edge topic or trend and is designed to appeal to practitioners, academics, and students. There are multiple integrated sessions (e.g., invited speakers, panels, debates, discussions) scheduled back-to-back throughout the day in the same room. Though you may want to stay all day to take advantage of the comprehensive programming and obtain continuing education (CE) credits for participation in the full track, please note that you may also choose to attend just the sessions of most interest to you.

The 2012 Thursday Theme Track will focus on "Science and Practice Perspectives on Discrimination." Chair **Eden King** and her committee have assembled a community of scholars and practitioners who have worked to understand discrimination in the workplace. They are assembling a diverse program that will highlight both cutting-edge research as well as innovative practical applications aimed at addressing issues related to workplace dis-

crimination. The Theme Track will marry traditional formats (symposia) with interactive ones and will provide ample opportunity to network with fellow SIOP members with interest in this topic.

Featured Posters

We will once again showcase the top 20 rated posters at an evening all-conference reception. Come view some of the best submissions to the conference while enjoying drinks in a relaxed atmosphere with the presenters. If you've never been to this, make this the year you check it out!

Friday Seminars

Have you ever been to the Friday Seminars? These sessions take cutting-edge approaches to important topics and are presented by invited experts. The Friday Seminars offer CE credits and require advance registration and an additional fee. 2012 seminars will cover the following topics:

- *Quasi-Experimentation in Organizations* with **John Schaubroeck** and Dan Ganster
- *Followership: The Missing Link in our Understanding of Leadership* with Mary Uhl-Bien and **Ronald Riggio**
- *Internationalizing I-O Graduate Training Programs* with **Rich Griffith**
- *Formal Mentoring* (presenter TBA)

Master Collaboration Session

Increasing collaboration between researchers and practitioners is critical for informing organizational practice and advancing our theories. Indeed, "Impact" is featured by **Adrienne Colella** as a key presidential theme this year, and one road to impactful I-O psychology is the synergistic collaboration between scientists and practitioners. For 2012, we will have:

- **S. Bart Craig** (North Carolina State University) and John Bradberry (Ready Founder Services) describing an academic-practitioner collaboration to develop and market a personality assessment tool to measure core characteristics associated with entrepreneurial success.
- Brian Underhill (Coach Source) and **Erica Desrosiers** (Pepsi) presenting on the collaborative effort behind their design, development, implementation, and validation of a world class coaching solution.

Communities of Interest

Looking for SIOPers like you? There will be 12 outstanding Community of Interest (COI) sessions. These are sessions designed to create new communities around common themes or interests. The sessions have no chair, presenters, or discussant. Instead, they are informally moderated by one or two facilitators. These are great sessions to attend if you would like to (a) meet potential collaborators, (b) generate ideas, (c) have stimulating conversations, (d) meet some

new friends with common interests, and (e) develop an informal network with other like-minded SIOP members. Topics for this year's COI sessions include:

- workplace incivility
- future directions in work motivation
- employment interviews: best practices
- work–family issues
- employment branding
- the virtual workforce
- corporate social responsibility
- strategic HRM
- faking and personality testing
- developing leadership in organizations
- cross-cultural issues/research

Continuing Education Credits

The annual conference offers many opportunities for attendees to earn continuing education credits, whether for psychology licensure, HR certification, or other purposes. Information about the many ways to earn CE credit at the SIOP annual conference can be found at <http://www.siop.org/ce> and will be continually updated as more information becomes available.

Closing Plenary and Reception

The 27th annual conference will close on Saturday afternoon with a plenary session that includes a very special invited keynote speaker (stay tuned!) and the announcement of incoming President **Doug Reynolds'** plans for the upcoming year. After the address, we'll close out the conference with a California-style celebration not to be forgotten. Do you usually take off early on Saturday and miss the big finale? Perhaps this is the year to see the conference through to the close and head out the next morning.

The Conference Hotel

Only a breezy 10-minute cab ride from the airport, the Manchester Grand Hyatt San Diego is a large, gorgeous facility overlooking the waterfront. Right behind the property you will step out into Seaport Village, a quaint winding little village of shops and eateries right on the water. You will be but a quick walk from the downtown Gaslamp District packed with restaurants and nightlife. Although the hotel is quite large and our meeting space is a bit spread out, it is quite easily navigated, and there are multiple spots for networking with colleagues old and new and even catching a breath of sea air out on the many balconies or by the gorgeous pool. Please see the SIOP Web page for details on booking your room. We encourage conference attendees to stay overnight on Saturday to take full advantage of all the 3-day SIOP conference has to offer.

It's only September when this goes to press, but we hope we've sparked your excitement for SIOP 2012 and San Diego. We can't wait to see you there!

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SIOP 2012 Preconference Workshops

Liberty J. Munson
Microsoft Corporation

Save the date! Wednesday, April 25, 2012, is the date for the SIOP pre-conference workshops at the beautiful, oceanfront Manchester Grand Hyatt San Diego. The Workshop Committee has identified a diverse selection of innovative and timely topics to offer this year as well as a spectacular set of experts to lead these workshops. The lineup includes:

Innovations in Computer-Based Testing: Implications for Science and Practice. Adam W. Meade, North Carolina State University; Craig Dawson, SHLPreVisor. Coordinator: Lorin Mueller, American Institutes for Research.

The Art and Science of Selection: Loading Up for Implementation and Sustainability. Nancy T. Tippins, Valtera Corporation; Rich Cober, Marriott International, Inc. Coordinator: Rob Michel, Edison Electric Institute.

Competencies as a Foundation for Integrated Talent Management. Alexis A. Fink, Microsoft Corporation; Juan I. Sanchez, Florida International University. Coordinator: Chris Lovato, Kenexa.

Engaged Employees in Flourishing Organizations. William H. Macey, Valtera Corporation; Arnold B. Bakker, Erasmus University Rotterdam. Coordinator: Brigitte Steinheider, University of Oklahoma–Tulsa

Reaching for the Stars: Building High Potential Talent Programs for Organizational Advantage. Rob Silzer, Baruch College, City University of New York and HR Assessment & Development Inc; Sandra Davis, MDA Leadership Consulting; Jeff McHenry, Microsoft Corporation. Coordinator: Paul Yost, Seattle Pacific University.

Coaching that Fits: How to Tailor the Design and Delivery of Coaching to Achieve Greater Results. Anna Marie Valerio, Executive Leadership Strategies, LLC; Paul Tesluk, University at Buffalo, School of Management. Coordinator: Michel Buffet, Fisher Rock Consulting.

Beyond the Misery of Change Management: Getting Change Leadership Right. John McGuire, Center for Creative Leadership; Charles J. Palus, Center for Creative Leadership. Coordinator: Christina Norris-Watts, Macquarie Group Limited.

Talent Management in Action: Game of Thrones. Allan H. Church, PepsiCo; Janine Waclawski, Pepsi Beverages Company; John C. Scott, APT-Metrics, Inc. Coordinator: Erica Desrosiers, PepsiCo.

Little Things (Can) Mean a Lot! Practical Statistics for Small-Sample and Group-Level Data. Rod A. McCloy, HumRRO; Paul J. Hanges, University of Maryland. Coordinator: Cheryl Paullin, HumRRO

Avoiding the Blank Stare: Communicating Research Findings to General Audiences. Nathan R. Kuncel, University of Minnesota; Scott Highhouse, Bowling Green State University. Coordinator: Emily Solberg, Valtera Corporation.

Legal Update: Insights and Best Practices From Plaintiff and Employer Perspectives. Eric Dunleavy, DCI Consulting Group; Cyrus Mehri, Mehri & Skalet, PLLC. Coordinator: Laura Heaton, The Hershey Company.

Shades of Gray in Ethical Landmines: Provoking Participative Provocateurs. Greg Gormanous, Louisiana State University Alexandria. Coordinator: Mat Osicki, IBM.

You do not want to miss the 2012 workshops! Not only will you learn new skills and grow professionally, you will also have the opportunity to network with recognized experts in these content areas as well as other prominent professionals in our field who will be attending workshops with you. As an added bonus, the workshop reception will be held in the Randle Ballroom, which has an outdoor terrace that overlooks the bay. This is the only SIOP session that will be held in this incredibly beautiful room with these spectacular views.

Look for the detailed workshop descriptions and presenters' biographical sketches in the preconference announcement and on the SIOP Web site in January when registration opens!

The 2011–2012 Workshop Committee consists of:

Leanne Bennett

Michel Buffet

Erica Desrosiers

Laura Heaton

Chris Lovato

Robert Michel

Lorin Mueller

Liberty Munson, Workshop Chair

Christina Norris-Watts

Mat Osicki

Cheryl Paullin

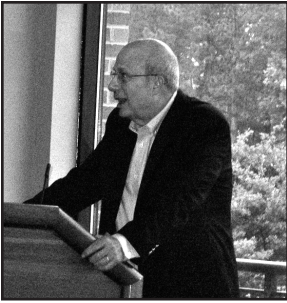
Emily Solberg

Brigitte Steinheider

Darin Wiechmann

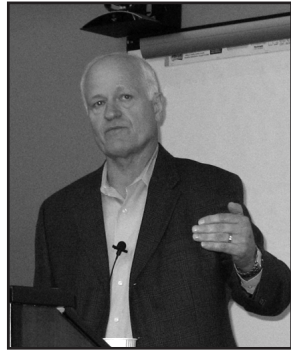
Paul Yost

Festschrift for Ilgen and Schmitt



On June 10 and 11, a festschrift in honor of **Daniel Ilgen** and **Neal Schmitt** was held at Michigan State University. A festschrift is a tradition of honoring the life's work of a renowned scholar via a reading of papers in the scholar's honor. Over 100 former and current students and colleagues of Drs. Ilgen and Schmitt gathered to present papers, share memories, and honor two individuals who have a profound influence on the field of I-O psychology.

Neal and Dan mentored dozens of successful organizational psychologists in their combined 65 years at Michigan State. They've played a key role in MSU's industrial and organizational psychology doctoral program, recognized as a leading program in the field. Their research and applied projects have had major impacts on a wide range of private and public organizations, and the two continue to tackle major challenges including current work on hiring systems for Chicago Public School teachers and the training of Air Force officers.



Neal Schmitt came to MSU as an assistant professor of psychology in 1974, rose through the ranks to become a University Distinguished Professor in 1992, and served as department chair from 2000 to 2010. His research on selection, decision making, and performance measurement has been cited more than 5,000 times.

Dan Ilgen came to MSU in 1983 from Purdue University, serving as John A. Hannah Distinguished Professor of Psychology and Management for nearly 25 years before becoming part-time faculty. Much of Ilgen's research has been funded by the Navy and Air Force to investigate worker motivation and teamwork.

Both Neal and Dan have had profound impacts on the profession of organizational psychology through their service. Both are former SIOP presidents. Schmitt has also been a president of Division 5 of APA. Both have long records of service in other roles, including serving on National Research Council and Department of Defense committees, and serving on APA and APS committees.

Aside from their broad influence on the profession, former students who attended the festschrift noted the tremendous influence their mentorship has had on their individual careers personally. Current colleagues at MSU noted how their leadership of the organizational program has created an extraordinary level of stability that has contributed to its enduring success.

Although Schmitt and Ilgen are officially retiring from their roles as faculty, Dr. Lou Anna Simon, president of MSU, noted they are welcome to remain contributing and active members of the university community for as long as desired. Indeed, since the festschrift, Dan and Neal continue their high level of research productivity and active mentorship and engagement at Michigan State.

A volume containing the conference proceedings will be published. An MSU endowment called the Ilgen–Schmitt Endowed Graduate Fellowship has also been set up in honor of their influence.



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APA Council of Representatives Meeting

Paul W. Thayer

Debbie Major, David Peterson, Howard Weiss and Paul Thayer attended the 1 ½ day meeting at the APA Convention August 3 and 5 in Washington, D.C. A number of significant actions of interest to SIOP members were taken:

- The following SIOP members were elected APA Fellows: **John W. Boudreau, David Chan, Jeff W. Johnson, Daan van Knippenberg, Amy L. Kristof-Brown, Robert E. Ployhart, John C. Scott, and Jing Zhou.**
- The allocation of \$2.1 million for 2012 to implement the first phases of the strategic plan adopted in 2009. These would include enhancement of electronics to increase member engagement, assessment of psychology workforce needs, production of a clinical treatment guideline (one per year for 3 years), increase in public education about psychology's role in health and science, enhanced efforts to collaborate with other health professions, holding a working meeting on evidence-based health interventions, and greater efforts in APA's initiative in integrated health care.
- Approval of revised *Specialty Guidelines for Forensic Psychology*. As these guidelines are sometimes used to challenge expert witnesses, those of you who serve in that capacity should get a copy from APA.
- Forwarding an amendment to the membership that would remove the criteria for eligibility for dues exemption from the bylaws, thereby giving Council the authority to approve such criteria in the future. If the amendment passes, Council would have the power to change the criteria for dues-exempt status, including the age for achieving same, and adding an administrative fee for those who don't want the *Monitor* or *American Psychologist*. The amendment ballot will include information concerning the impact of this change, along with pro and con statements.
- Approval of a proposal to reduce the number and change the allocation of convention program hours starting in 2014. The change would provide for more interdivisional programming and reduce the hours available to any single division, as well as provide for training of division program chairs.

In addition, we spent a few hours with the consulting firm and APA Committee that is studying the structure and effectiveness of the APA governance. SIOP members on the Good Governance Project include **Judith Blanton** and **Frederick Leong**. Of special interest was the conclusion by the consultants that APA's requirement that every board and committee react to every programmatic or policy proposal was a symptom of lack of trust. We broke into small groups to discuss the implications of this and to offer suggestions as to changes that might be considered. Your delegates believe that the consultants are correct and that much must be done.

D.C. Area Teams Meeting: A Model for Boundary Spanning

David S. Geller* and Kate A. LaPort
George Mason University

Bridging fault lines seems to be the key for advancing a scientific field, especially a social-scientific field. Boundaries separate divergent fields of thought, distinguish competing theories, and even divide scientists competing for funding, to name a few. Industrial-organizational (I-O) psychology experiences these partitions as much as any other field (don't ask us to cite that though!). The most salient boundary in I-O is between scientists and practitioners, followed by that between students and faculty. When boundaries blur or become perforated, fields advance; such is the goal of the D.C. Area Teams Meeting (DCATM). National conferences, such as the SIOP annual conference, serve as valuable tools for networking and educational enrichment, but rich local communities, such as Washington, D.C., offer unique opportunities for impactful, sustainable, boundary spanning. Below we describe an intimate annual gathering that, in our opinion, can serve as a model for future events with the mission of advancing a field.

The Event

The steps for holding the type of boundary-spanning event outlined below are based on organizers' (from all years) experiences and lessons learned from hosting the DCATM. On Friday, April 29, 2011, university faculty, practitioners, researchers, and students interested in team research convened at the 2011 DCATM on George Mason University's campus. The annual event, 3 years in existence, serves to challenge conventional thought regarding team research, encourage forward-thinking, and promote interorganizational, cross-level collaboration. Like the two iterations before it, the 2011 DCATM brought together individuals from a variety of affiliations for not only a day but also for future research projects.

In coordinating this meeting, steps were taken to bridge gaps in the local community.

Step 1: Identify the Strengths of the Community

The Washington, D.C. area comprises numerous leading I-O psychology programs, business and management programs, applied research organizations, and I-O/OB practitioners. University of Maryland College Park's Dr. **Gilad Chen** commented, "The D.C. area has one of the strongest communities of I-O professionals worldwide, including several very strong research programs in I-O psychology and related fields (e.g., OB and HR), some of the world's leading I-O consulting firms, and top leaders (scientists and practi-

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tioners) in the field of I-O psychology, and is a hub for I-O professionals working in government and the armed forces. The D.C. area also is blessed with some of the world's leading scholars and researchers in the area of teams.”

Recognizing the unique opportunity afforded by the area's richness, in 2009 University of Maryland's Drs. Paul Tesluk and Hank Sims invited area researchers to participate in the first iteration of the DCATM. At that point, the focus was on bridging the gap between leadership and team research. Last year, George Washington University's Drs. **Tjai Nielsen** and Sharon Hill picked up the torch and focused discussion on issues such as time in teams, team staffing, and team composition. This year's event followed four themes: multiteam systems, team measurement and multilevel phenomena, within-team processes, and virtual/distributed teams.

Step 2: Encourage Attendance of Faculty, Practitioners, Students, and Researchers

A boundary-spanning event is only useful to the degree that a wide variety of constituencies are represented. This year's DCATM included local participants with affiliations across six universities (American University, Devry University, George Mason University, George Washington University, Georgetown University, and University of Maryland, College Park), four practitioner organizations (Aptima Inc., IMPAQ International, the National Science Foundation, and the U.S. Army Research Institute for the Behavioral and Social Sciences), and an invited guest speaker from University of Central Florida. The final count of participants included a blend of 28 students, 13 faculty, and 7 practitioners.

Step 3: Promote Active Involvement by All Relevant Interest-Groups

We solicited faculty, practitioners, and researchers to present recently completed research, research in progress, and research ideas for moving forward, and we held a poster session for graduate students to share their work in progress. This created an atmosphere that promoted reflection on lessons learned from completed research as well as challenged current thought and emphasized forward thinking.

The final agenda included:

- Network analytic insights into multi-team functioning, **Dr. Leslie DeChurch** (UCF, now Georgia Tech)
- Follow-up multi-team system discussion, **Dr. Steve Zaccaro** (GMU)
- When individual members matter: Upward influences in teams, Dr. Gilad Chen (UMD)
- Unit cohesion in the assessment of military readiness, Dr. Jay Goodwin (U.S. ARI)
- Relationship between teamwork and patient safety, **Dr. David Baker** (IMPAQ, Intl.)
- Shock talk: Toward a theory of exogenous shocks and teams' responses to them, Dr. Mike O'Leary (Georgetown)

- The meeting genre across cultures: Insights from three German-American collaborations, Dr. Catherine Cramton (GMU)
- Measurement development in distributed teams: Interpersonal trust and team adaptation, **Dr. Arwen Hunter DeCostanza** (U.S. ARI)
- Performance and personality in virtual teams: New directions for research, **Dr. Lynn Offermann** (GWU)

Step 4: Create an Environment for Dynamic Discussion and Friendly Debate

Regardless of size or breadth, every conference or meeting typically includes the generic presentation format with a question-and-answer period. What distinguishes the intimate boundary-spanning event is the environment to foster active dialogue that supports, challenges, or moves forward conventional wisdom. The various iterations of this meeting have provided insight into ways of encouraging such discussion.

First, we sought presentations in varying stages of development. In particular, “half-baked” presentations that represented initial thoughts in an area were particularly conducive to lively discussion and opportunity to seek collaboration. Second, last year’s meeting offered roundtable discussions after each set of four presentations. This year’s meeting omitted this, and participants indicated via feedback that they longed for this “incubator” format again in the future. This format offers an informal forum prime for discussing lessons learned from previous research, putting heads together for future directions, and for student attendees (who might be more hesitant to speak up during the larger gathering) to ask questions, develop relationships, and learn. Further, roundtables offer an optimal opportunity for researchers and practitioners to discuss potential partnerships. Third, poster sessions offered a less intimidating opportunity for students to present research and to network with researchers and practitioners alike. Lastly, though this year’s event was saturated with animated dialogue, we seem to have erred in attempting to allow only a half hour for presentations and associated discussion. That is, 38% of survey respondents expressed interest in seeing a shorter agenda, thereby allowing more time for dynamic discussion.

Step 5: Promote Relationship and Collaboration Sustainability

Activity and interactions during the event indicate the health of an event, but sustained relationships and the pursuit of research inspiration from the event mark its true impact. The goal of the 2011 DCATM was to traverse typical boundaries in our field and promote forward thinking in order to advance team research and practice. To realize such a goal, the event must achieve a collaborative atmosphere as well as foster sustainable relationships. High quality, thought-generating presentations, open discussion regarding presented research, and informal conversation contribute to achieving this goal.

Organizers can take steps to encourage lasting collaboration by explicitly stating this as a goal of the meeting during the kick off. Along with setting the meeting tone and establishing appropriate norms, we also sought to facilitate the endurance of developed relationships by distributing participant con-

tact information after the meeting (with participants' permission). A follow-up survey of the event (45% response rate) revealed that the meeting did in fact prompt research and collaboration in the area of team research. Over half of the respondents plan to follow up on research ideas specifically prompted by the meeting, and a quarter had actually contacted other participants they met as a result of the meeting. To us, these statistics are indicators of success; however, the improvement and strengthening of such a collaborative event over time is another key component to achieving the big-picture goals.

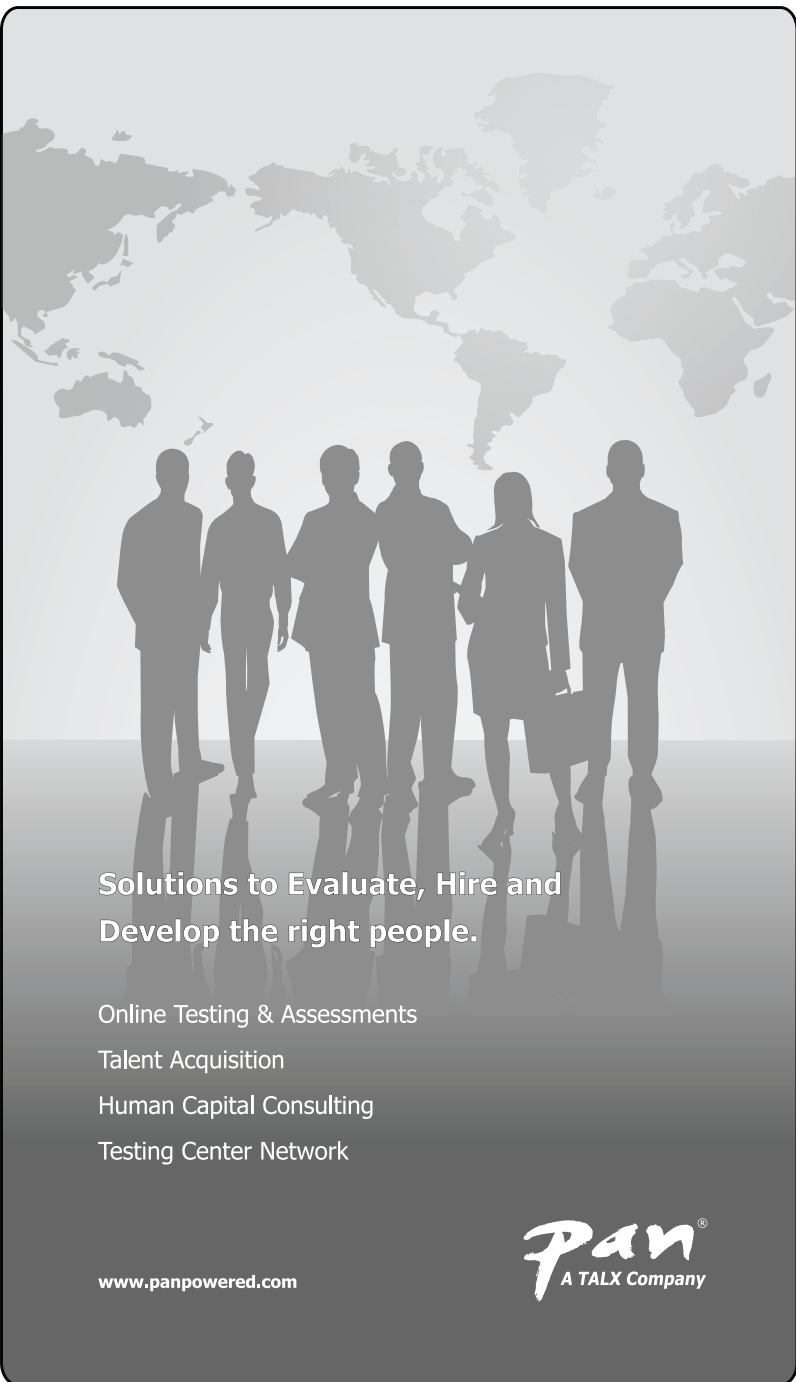
Step 6: Objective Program Evaluation

Success of iterative events can be achieved in part by learning from previous years. Lessons learned come from both anecdotal reflections and from participant feedback. The best way to receive constructive feedback about the event, of course, is to ask for it. In our anonymous follow up survey, we asked questions about the specifics of the day (e.g., convenience of time, day, location), quality of presentations (e.g., degree to which each presentation influenced thought), general reactions, likes and dislikes, and suggestions for improvement. The results revealed that there is room for improvement, as incorporated into the above discussion. They also revealed that 100% of participants would recommend the event to a colleague in the future and that, given schedule availability, 100% would be likely to attend next year. Said Dr. Chen of the event's value, "This [event] is a great example of how scholars with shared interests, living/working within driving distance of each other, come together to share ideas, develop students, and initiate research collaborations."

Recognition and Wrap Up

As all event organizers know, successful events are the product of the labor of many hard working individuals. We received help from people both within and outside our program. We thank Drs. Matt Cronin, **Rich Klimoski**, and Steve Zaccaro for their guidance and support. Further, the event would not have occurred without financial assistance from these individuals along with other GMU I-O faculty and GMU School of Management's Dr. Claus Langfred. Also, Drs. Paul Tesluk and Tjai Nielsen helped us get off on the right foot with advice and lessons learned from their experiences. Lastly, we thank fellow GMU I-O students **Ben Amos**, **Tiffani Chen**, Phillip Gilmore, **Tracy McCausland**, **Vias Nicolaides**, Ron Vega, and **LTC Eric Weis**.

Dr. Klimoski recapped the meeting well: "What impressed me most is not just the level of research activity on work teams that is being done by investigators but the potential synergy involved by having people located in the D.C. region getting together in venues like this event to share their ideas. I noticed several benefits of having those involved in research who are affiliated with such organizations as the U.S. military, government contractors, NGOs, and universities interact and share their views not only on what we already know about the dynamics of work teams but especially about what we do not yet know."

A grayscale advertisement for Pan. The background features a faint world map. In the foreground, the silhouettes of six business professionals (five men and one woman) are shown standing in a row, facing forward. They are reflected on the surface they are standing on. The woman is in the center, holding a briefcase. The overall tone is professional and global.

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Call for Nominations: New Editors Sought for SIOP Frontiers Series and SIOP Professional Practice Series

SIOP is now soliciting nominations for two editor positions: SIOP Frontiers Series and SIOP Professional Practice Series. The new editors will be selected by the Publications Board and approved by the Executive Board in April 2012.

The new editor-in-training would begin working with the current editors immediately after the April 2012 announcement. The term is for 5 years. Duties and responsibilities of the editor are described below.

The editor must be a SIOP Member or International Affiliate. Any SIOP Member or International Affiliate can nominate for the editorship. Self-nominations are also welcome.

Nominations and self-nominations should be sent via e-mail by **January 1, 2012** to **Scott Highhouse** (shighho@bgsu.edu), Publications Officer, SIOP.

Requirements for Frontiers Series Editor

Nominees should have a broad knowledge of the field in order to identify topics for edited volumes that have made significant recent advances or reflect emerging areas of research. Prior experience editing volumes with multiple authors is strongly recommended. The series editor, as well as the volume editors and series board members, should have visibility at the cutting edge of the field and be strong in its scientific aspects.

Requirements for Professional Practice Series Editor

It is highly desirable that the series editor be an experienced practitioner. In this context, the term practitioner is construed broadly. It would include I-O psychologists in academic or applied research organization positions for whom applied practice is a substantial component of their position. That is, university faculty who devote virtually all of their time to teaching, research, and service would typically not be recruited as a series editor, unless their academic appointment was recent and they had substantial practice experience in a previous position. Beyond being an expert in particular areas of practice, the series editor should also have a broad perspective of I-O psychology, including both its scientific base and the full spectrum of applications.

If you are interested in serving as a series editor, or if you know someone who might, submit your nomination to Scott Highhouse before January 1, 2012!

Research Funding and Student Support Available for SIOP Members and Students

The following programs of the SIOP Foundation provide opportunities for funding for SIOP members.

- *Small Grant Program*. Provides annual funding for SIOP members in support of research-related activities that are of interest to both academicians and practitioners.
- *Douglas W. Bray and Ann Howard Grant*. This grant is awarded biennially and designed to support research on assessment center methods as well as research into the development of managers and leaders.
- *Graduate Student Scholarships (GSS)*. Provide annual scholarships to graduate students in I-O or related field to assist students with the costs of carrying out their dissertation work.
- *Leslie W. Joyce and Paul W. Thayer Graduate Student Fellowship*. Provides support for graduate students in I-O psychology whose focus is training/development and/or selection/placement.
- *Mary L. Tenopyr Graduate Student Scholarship*. In honor of a SIOP legend, a biennial scholarship is awarded that promotes education in industrial and organizational psychology.
- *Sidney A. Fine Grant for Research on Job Analysis*. Supports research that will further the usefulness of analytic strategies to study jobs, especially as to the nature of job content and organizational structures in which work is performed.

Additional information regarding program focus, eligibility criteria, and submission guidelines for each of these programs can be found at www.siop.org/foundation/information.aspx. Awards will be presented at the 27th SIOP Annual Conference in 2012 in San Diego.

Proposals can be submitted online at www.siop.org/awardsonline/main.aspx by **December 15, 2011**. Please direct all questions regarding research funding to Awards Committee Chair **Leaetta Hough**, leaetta@msn.com.

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Hal W. Hendrick**Andrew S. Imada**

On May 13, 2011 the human factors and ergonomics profession lost a legendary figure when Hal W. Hendrick passed away at the age of 78. With his passing, many of us lost a dear friend and colleague. Hal attended Ohio Wesleyan University and a seminary briefly until he found that, for him, psychology was a better vehicle to achieve his ultimate goal of helping people. His career in the U.S. Air Force allowed him to pursue a doctoral degree in industrial-organizational psychology at Purdue University. Hal was a SIOP member for many years.

Hal had an illustrious career at the University of Southern California where he served as professor, chair of the Human Factors Department, and eventually, executive director of the Institute of Safety and Systems Management. He was widely respected at USC and won several accolades including a university award for excellence in teaching.

It was during his time at USC that he and his colleagues developed the Organizational Design and Management (ODAM) movement, which began in 1984 with its first international symposium. This spring saw its 10th meeting held in Grahamstown, South Africa where Hal and his long time collaborating I-O psychologist Ted Brown were honored for their pioneering work. Hal brought his perspective as a psychologist in working with engineers, physiologists, and a wide range of technologists. He introduced the concept of macroergonomics to a world of specialists working independently. Macroergonomics merges human factors and ergonomics, I-O psychology, and systems theory into a new way of thinking and talking about complete solutions. His article, "Good Ergonomics Is Good Economics," is cited widely around the world. He integrated his teaching, his work-life experience in the Air Force, his successes and challenges, and personal and family life into a coherent whole. He brought this to a culmination in the book he published recently, entitled *It All Begins with SELF*. He lived in a way that was true to what he believed intellectually.

Many of us who were lucky enough to know him considered him a role model, mentor and teacher. He was always encouraging, positive, and optimistic about what you could accomplish. Like a good coach, he never hesitated telling you that you did a good job and always presented suggestions for improvement in a way that was palatable to the motivated but struggling performer. His enthusiasm was the same whether it was the first time or the one hundredth time that he delivered the same message. He worked tirelessly for what he believed in: our discipline and helping others.

One of Hal's boldest assertions was that we are uniquely qualified to simultaneously optimize human well being and overall system performance. He insisted that we had a special role to play in shaping the future and modeled it for us. His leadership, academic breadth, practical sensibilities, and human goodness made him a great professional and wonderful person. He will be missed.

Please visit www.SIOP.org for all your informational needs, including:



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Clif Boutelle

Generally when we think of the media, it is the major newspapers, magazines, and network radio and television that come to mind. While they still remain important to any organization seeking to generate awareness about itself, the Internet has created a whole new vista of media outlets that should not be overlooked. In fact, more and more organizations, including SIOP, are developing social media strategies to tell their news.

And a growing number of SIOP members are finding their way on to Internet sites because writers, whether mainstream media or on the Internet (often reporters are writing for both), still need credible resources. So, the opportunities for media mentions are expanding and that is good for SIOP members and the field of I-O psychology. We are also seeing more and more SIOP members writing articles for various outlets apart from the main stream media. Following are some of the press mentions, including online sites, which have occurred in the past several months:

The September issue of *The Psychologist*, a publication of the British Psychological Society, ran a story on how psychology can contribute to healthier meetings that included quotes from **Joseph Allen** of Creighton University and **Steven Rogelberg** of the University of North Carolina at Charlotte. Meetings are an important part of work but for some employees they are too frequent, not well organized, and keep them from performing their jobs. Allen said he doubts that meetings in organizations will diminish because they are such useful tools that can be applied to so many issues. "The key is to make meetings better, eliminate the poorly run meetings, and bring about positive changes in organizational functioning." "The first principle of management of meetings is knowing when other approaches will work just as well or better," said Rogelberg.

Michael "Woody" Woodward of Human Capital Integrated in Miami, FL contributed to an August 6 *Miami Herald* story about the kinds of skills employers are looking for in today's workforce. The story noted that interview skills are especially critical. Woodward said that candidates need to be ready with talking points about who they are and what they have to offer. "Highlight what makes you unique," he said. He also noted that it is wise to spend personal time and money to seek additional training that will keep a person fresh in his/her field.

Dan Sachau of Minnesota State University and Luke Simmering of Louisiana Tech University surveyed more than 1,700 golfers asking what equipment purchases would most improve their game. The results, reported in the August issue of *Golf Digest*, indicated that most think custom-fit clubs would be the most effective equipment purchase and lead to a three-stroke improvement each round. But aside from equipment, the study found that golfers said that lessons from a pro were even more effective than new clubs.

The July 20 issue of *The Glass Hammer*, an online newsletter for women executives, included an article by **Anna Marie Valerio** of Executive Leader-

ship Strategies LLC in New York City about steps women can take to overcome roadblocks to the executive level. She notes that leadership is more complex for women because they must find the right blend of “tough” and “soft” behaviors to be accepted as leaders. The article describes how women can develop the skills they need to succeed at higher levels.

Jeffrey Kudisch of the Robert H. Smith School of Management at the University of Maryland authored an article for the July 17 *Washington Post's Capital Business* about the necessity of taking risks in order to move a career ahead. In offering suggestions to enable people to become more competitive, he said it was important to remember that risk taking should be measured in pursuit of a larger goal. In addition, people need to overcome their fear of failure and that those who are afraid to take risks and make mistakes will never achieve anything of which they are capable.

Research about business e-mail by **Erin Richard** of Florida Institute of Technology was reported in the July 15 *Indianapolis Star* and *Florida Today* among other publications. Richard and her team (**Elizabeth Steinhauser**, Chaunette Small, and Bianca Trejo) investigated how perception of business e-mails can lead to miscommunication. “The topic is intriguing because we all can relate to the difficulty of communicating our emotions through e-mail. Nonverbal cues that we can depend upon with face-to-face communications are not there. All we have are the words, which often lead to miscommunication,” she said.

A July 6 article in the *Sydney (Australia) Star Observer* featured **Ann Marie Ryan** of Michigan State University discussing workplace stigmas. “Workplaces should pay more attention to the impact of stigmas on employees,” she said. Homophobia remains an issue, adding that although most research suggests being open about your sexuality or gender identity in daily life is overwhelmingly beneficial, there are still personal costs to individuals in some workplaces, she said. “Managers are not really given the skills to manage work groups of diverse people. . . so organizations could do a lot more,” she said.

Today’s workers respond more favorably to video games than lectures, and that’s why a growing number of companies are using the games for workplace training. A metastudy of video games by **Traci Sitzmann** of the University of Colorado Denver was cited in June 29 article in *Fast Company* magazine. “One of the advantages of games is that they are intrinsically motivating, resulting in employees choosing to repeatedly engage in game play and mastering the skills,” she said, describing how Cold Stone Creamery saved money by showing employees through an interactive game on how to reduce the amount of ice cream they served.

A June 18 *Wall Street Journal* story described how the new CEO of J. C. Penney Co. is going to split duties with the outgoing CEO, who became executive board chairman. It’s an unusual arrangement, and **Paul Winum** of RHR International (Atlanta) said the division of labor was “about overshadowing the new CEO.” The article also referenced a CEO survey conducted by RHR that found only 5% of 246 CEOs and directors believe an outgoing chief should become board chairman.

The June 17 issue of *Marketplace Money* included an interview with **Ben Dattner** of Dattner Consulting in New York City discussing his recently published book *The Blame Game: How the Hidden Rules of Credit and Blame Determine Our Success or Failure*. He also was interviewed about credit and blame in the workplace on the May 19 edition of *Wall Street Journal's* Live Chat.

The June issue of *HR Magazine* carried an article on integrity and personality testing which included comments from several SIOP members, including **Deniz Ones** of the University of Minnesota, **David P. Jones** of Growth Ventures Inc. in East Jordan, MI, **Seth Zimmer** of AT&T, **Thomas E. Becker** of the University of Delaware, and **David Arnold** of Wonderlic. Among all types of pre-hiring assessments, research has shown that integrity tests have the highest validity for predicting undesirable behaviors at work, Ones said. Jones noted that integrity tests tend to be one dimensional but broader-based personality tests are also being used by organizations. AT&T uses both kinds of tests but employs integrity tests to weed out applicants likely to steal, cheat, or defraud the company, especially for prospective employees at retail stores, said Zimmer. Although other types of screening and background checks face legal scrutiny and possible adverse impact upon protected groups, integrity tests have generated few complaints, said Arnold. Becker has developed a different kind of test that asks questions requiring judgment, which he says is a better reflection of the nuances workers encounter in the real world.

The June 11 issue of *HR Magazine* made reference to a study of global leaders and supervisors by **Paula Caligiuri** of Rutgers University and **Ibraiz Tarique** of Pace University. The study found that personality of global leaders plays a key role in their success. Effective global leaders need greater cultural flexibility and a higher tolerance of the many unknowns they will face while working in another country, Caligiuri said. Failure often occurs when business leaders opt for solutions that worked in their home country over solutions generated in an international setting. "Those with greater cultural flexibility can substitute the things they know and appreciate from their own country with things from a different culture. Their receptivity gives them a distinct competitive advantage," she said.

Caligiuri is also a regular contributor discussing career and employment-related topics on CNN Newsroom's "Reclaim Your Career" segment. She appears bi-weekly on the program, which airs on Sundays.

A study on workers and the lottery conducted by **Scott Highhouse** and **Mike Zickar** of Bowling Green State University was referenced in a June 2 *Christian Science Monitor* article. The study suggested that most lottery winners keep working because having a job is more than just about the money. "Certainly, money is important, but there are a lot of other aspects to work that play a big role: relationships, achievement needs that people have, among others," Highhouse said.

Although intelligence tests are considered strong predictors of work performance, Black and Hispanic job candidates tend not to perform as well on such tests, exposing employers to legal risks. In the June issue of *HR Magazine*, **David Allen** of the University of Memphis said that by measuring a different

kind of intelligence, called executive attention, employers can obtain a better sense of how candidates will perform with fewer racial disparities in the results.

Please let us know if you, or a SIOP colleague, have contributed to a news story. We would like to include that mention in **SIOP Members in the News**.

Send copies of the article to SIOP at boutelle@siop.org, fax to 419-352-2645, or mail to SIOP at 440 East Poe Rd., Ste. 101, Bowling Green, OH 43402.

New From the SIOP Organizational Frontiers Series!

Errors in Organizations



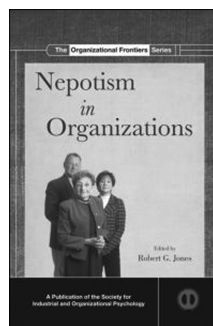
**Edited by David A. Hofmann and
Michael Frese**

A single source that summarizes what we know regarding errors in organizations and provides a focused effort toward identifying future directions of research.

Nepotism in Organizations

Edited by Robert G. Jones

Nepotism will be defined through the lens of human behaviors and psychological characteristics, with historical themes in HR and their relationship to family membership (broadly defined) in and around organizations the basis of this book.





Stephen Young
Florida Tech

Transitions, New Affiliations, Appointments

There are several changes taking place at the I-O Program at Colorado State University (CSU). CSU is pleased to announce the hiring of **Jeanette Cleveland**, who is returning to the faculty where she served from 1984 to 2000. Jan will direct the I-O PhD program. Jan joins **Zinta Byrne, Alyssa Gibbons, and Kurt Kraiger**. **Kevin Murphy** has also relocated back to Colorado where he will lead the Landy Litigation Support Group and serve as an affiliate faculty member in psychology at CSU. **Pete Chen** left CSU in May for a position at the University of Southern Australia. Finally, Kurt will take over as chair of the Psychology Department this fall.

The I-O program and School of Psychology at Georgia Institute of Technology are very pleased to welcome two new faculty members, **Howard Weiss** and **Leslie DeChurch**, next year. They will join current faculty members **Larry James, Ruth Kanfer, and Rustin Meyer**. Howard will join Georgia Tech from Purdue University in January 2012, and will serve as both professor in the I-O program and the chair of the School of Psychology. His areas of research include affect and the psychology of work. Leslie joined the faculty in August 2011 as an associate professor from the University of Central Florida. Her research focuses on teams and multiteam systems.

The I-O program at Florida Institute of Technology welcomes new faculty member **Jessica Wildman**. She will support the International I-O psychology concentration and joins current faculty members **Patrick Converse, William Gabreyna, Richard Griffith, Arthur Gutman, Erin Richard, and Lisa Steelman**. Jessica is a graduate of the University of Central Florida with research interests in multicultural performance, team process and performance, and interpersonal trust development and repair.

Hannah Rothstein has been voted president-elect of the Society for Research Synthesis Methodology (SRSM). SRSM is a scholarly society for meta-analysis and related areas.

Kristofer Fenlason has joined 3M's Talent Solutions–Measurement group as Manager–Talent Assessment. Kris received his master's and doctorate in I-O psychology from Central Michigan University and has worked primarily as an external consultant in survey research for the past 20 years. He joins **Karen B. Paul, Kevin Nilan, Doug Molitor, and Kristin Sandberg** at 3M Center in St. Paul, Minnesota.

Awards and Honors

Dr. Sheldon Zedeck, professor of psychology (emeritus) at University of California – Berkeley, will be awarded the 2011 IOBC Lifetime Achievement Award in December at the First Israel Organizational Behavior Conference. The conference will be held at Tel Aviv University, Israel.

Congratulations to all!

Keep your colleagues at SIOP up to date. Send items for **IOTAS** to Lisa Steelman at lsteelma@fit.edu.

TIP Advertising Policy

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Adopted May 25, 2011

Announcing New SIOP Members

Kimberly Smith-Jentsch
University of Central Florida

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of August 24, 2011.

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WELCOME!



CONFERENCES & MEETINGS

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2011

- Oct. 11–13 2011 International Congress on Assessment Center Methods.
St. Petersburg, FL. Contact: www.assessmentcenters.org.
- Oct. 14–15 SIOF Leading Edge Consortium. Louisville, KY.
Contact: www.siof.org/lec. (CE credit offered.)
- Oct 14–15 River Cities I-O Psychology Conference. Chattanooga,
TN. Contact: [http://www.utc.edu/Academic/
Industrial-OrganizationalPsychology/RCIO2011.htm](http://www.utc.edu/Academic/Industrial-OrganizationalPsychology/RCIO2011.htm).
- Oct. 31–Nov. 3 Annual Conference of the International Military Testing
Association. South Kuta (Bali), Indonesia.
Contact: www.internationalmta.org.
- Oct. 31–Nov. 5 Annual Conference of the American Evaluation Association.
Anaheim, CA. Contact: AEA, www.eval.org.

2012

- Feb. 15–18 Annual Conference of the Southeastern Psychological
Association. New Orleans, LA.
Contact: SEPA, www.sepaonline.com. (CE credit offered.)
- Feb. 23–26 Annual Conference of the Society of Psychologists in
Management (SPIM). Charleston, SC.
Contact: www.spim.org. (CE credit offered.)
- Feb. 26–29 Annual Innovations in Testing Conference, Association of
Test Publishers. Palm Springs, CA.
Contact: www.innovationsintesting.org.
- March 2–6 Annual Conference of the American Society for Public
Administration. Las Vegas, NV.
Contact: ASPA, www.aspanet.org.
- March 9–11 Annual IO/OB Graduate Student Conference. Orlando, FL.
Contact: <http://www.ioob2012.com/>.

- April 12–16 Annual Convention, National Council on Measurement in Education. Vancouver, BC. Contact: NCME, www.ncme.org.
- April 13–17 Annual Convention, American Educational Research Association. Vancouver, BC. Contact: AERA, www.aera.net.
- April 26–28 Annual Conference of the Society for Industrial and Organizational Psychology. San Diego, CA.
Contact: SIOP, www.siop.org. (CE credit offered.)
- May 6–9 Annual Conference of the American Society for Training and Development. Denver, CO. Contact: ASTD, www.astd.org.
- May 24–27 Annual Convention of the Association for Psychological Science. Chicago, IL. Contact: APS,
www.psychologicalscience.org. (CE credit offered.)
- June 14–16 Annual Conference of the Canadian Society for Industrial and Organizational Psychology. Halifax, Nova Scotia.
Contact: www.psychology.uwo.ca/csiop.
- June 24–27 Annual Conference of the Society for Human Resource Management. Atlanta, GA.
Contact: SHRM, www.shrm.org. (CE credit offered.)
- July 28–Aug. 2 Annual Convention of the American Statistical Association. San Diego, CA. Contact: ASA, www.amstat.org.
(CE credit offered.)
- August 2–5 Annual Convention of the American Psychological Association. Orlando, FL. Contact: APA, www.apa.org. (CE credit offered.)
- August 3–7 Annual Meeting of the Academy of Management. Boston, MA. Contact: Academy of Management,
www.aomonline.org.
- Oct 22–26 Annual Conference of the Human Factors and Ergonomics Society. Boston, MA. Contact: The Human Factors and Ergonomics Society, www.hfes.org. (CE credit offered.)

2013

- April 11–13 Annual Conference of the Society for Industrial and Organizational Psychology. Houston, TX. Contact: SIOP,
www.siop.org. (CE credit offered.)
- May 16–19 Work, Stress, and Health 2011. Los Angeles, CA.
Contact: www.apa.org/wsh.

What's In a Name?

Job titles for I-O psychologists may include:*

President, Vice President, Director, Manager, Principal, Director, Staff Member, Consultant of:

Organizational Development; Organization Effectiveness; Organizational Capability; Talent Management; Management Development; Workforce Insights; Human Resources; Human Resources Research; Employee Relations; Training and Development; Professional Development; Leadership Development; Selection Systems; Evaluation & Assessment; Testing Programs; Leadership Research; Assessment; Applied Behavioral Research; Optimization; Managing, Leadership, Learning & Performance; Career Planning

Full, Associate, Assistant Professor of:

Industrial-Organizational Psychology, Industrial and Organizational Psychology, Organizational Psychology, Industrial Psychology, Work Psychology, (General) Psychology, Management, Organizational Behavior, and Industrial Relations

Other titles include:

HR Practice Leader, Behavioral Analyst, Behavioral Scientist, Talent Management Specialist, HR Organizational Development Specialist, Executive Coach, Career Coach, Leadership Coach, Employment Testing Professional, Testing Specialist, Tests and Measurement Specialist, Assessment and Selection Specialist, Employment Law Expert, Research Analyst (I-O Psychology)

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* Job titles compiled from jobs postings on SIOP's JobNet in 2009

Open Call for Papers for Business Expert Press

Jean Phillips (jeanp@rci.rutgers.edu) and **Stan Gully (gully@rci.rutgers.edu)** are the Organizational Behavior and Human Resource Management collection editors for Business Expert Press. This is an open call for papers that address important applied OB and HR topics relevant to current and future managerial practice. Relevant topics encompass broad or general domains (e.g., employee motivation, negotiation, leadership, staffing, compensation, etc.) as well as very specific OB/HR issues (e.g., socially responsible human resource practices, impact of climate or culture on customer service, or the use of social networks in recruiting). Please see the BEP Web site to learn more and to see a complete list of collection editors and topics: **<http://www.businessexpertpress.com/collections>**.

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Journal of Managerial Psychology New Focus and Call for Papers on Social Issues

The Journal of Managerial Psychology (JMP) has a new focus for special issues on topics relevant to society. World societies are increasingly facing challenges associated with (a) unemployment and job loss, (b) an ageing workforce, (c) a shortage of talented employees, (d) diversity, (e) workaholism and work–family conflict, and (f) the need to develop ethical leaders. Further, results of a study by Cascio and Aguinis (2008) revealed that only 3.9 % of articles in the *Journal of Applied Psychology*, and 6 % of those in *Personnel Psychology*, emphasize social issues. Thus, we believe that *JMP* can make a unique contribution to the knowledge base in applied psychology on socially oriented topics.

We encourage authors to submit manuscripts on micro-oriented topics associated with social issues. We plan to develop special issues on a variety of social themes, but will continue to publish articles in the regular issues on all micro-oriented topics in industrial-organizational psychology, human resource management, and organizational behavior in the regular issues. Currently, we have special issues underway on job loss, heavy investment in work, applied psychology's contributions to society, and age-related diversity, but we are open to proposals on other topics. Apart from the current best paper awards, we also plan to offer a yearly award for the best paper on social issues.

JMP recently received an impact factor of 2.15 from Thomson Reuter's *Journal Citation Reports*. It is ranked as a 21st percentile journal in applied and social psychology, and 25th percentile in applied psychology, social psychology, and management. It has a 15.9% acceptance rate, and the mean time for reviews is about 80 days (i.e., modal time is 45 days). Please see the Web site for the submission guidelines.

We look forward to receiving your manuscripts.

Dianna L. Stone

Editor, *Journal of Managerial Psychology*

The First Israel Organizational Behavior Conference (IOBC)

December 21–22, 2011

Conference Topic: “Relational Issues in Management”

In an effort to develop a more global community of organizational behavior scholars and promote emerging issues in our field, we are proud to announce that the 1st Israel Organizational Behavior Conference (IOBC), sponsored by the Organizational Behavior Division of the Academy of Management (AOM), will be held at the Leon Recanati Graduate School of Business Administration, Tel-Aviv, Israel, on December 21–22, 2011.

The IOBC will offer a unique opportunity to present innovative ideas and explore recent developments on “relational” issues in management. The conference will also be an opportunity to share work-in-progress, receive feedback, and interact with leading scholars in the field with the hope of forging fruitful collaborations.

Keynote Speakers: Professor Adam Grant (University of Pennsylvania), Professor Linn van Dyne (Michigan State University)

IOBC Best Paper Award

Select papers will be nominated as finalists for the IOBC Best Paper Award. The selected winner(s) of the IOBC Best Paper Award will receive a \$500 cash prize. The winning paper will be announced in the concluding session of IOBC.

For more information: <http://recanati.tau.ac.il/Eng/?CategoryID=665>.

POSITIONS AVAILABLE

SIOP also offers JobNet, an online service. Visit JobNet for current information about available positions and to post your job opening or resumé—<https://www.siop.org/JobNet/>.

THE UNIVERSITY OF WESTERN ONTARIO, FACULTY OF SOCIAL SCIENCE, DAN MANAGEMENT AND ORGANIZATIONAL STUDIES, ASSISTANT PROFESSOR IN HUMAN RESOURCE MANAGEMENT. Applications are invited for a 3-year, limited-term, full-time appointment (with potential for conversion to a tenure-track appointment) at the rank of **ASSISTANT PROFESSOR IN HUMAN RESOURCE MANAGEMENT.** Candidates must have a PhD (or expected completion in 2012) in human resource management or a related area, and have a research program that is focused primarily on HRM topics. Applicants must possess a strong record of scholarly research and publications, and evidence of excellent teaching ability or evidence of potential in these areas (e.g., a stream of work in progress that has the potential to yield publications in leading refereed journals). The successful candidate will be expected to maintain a strong research program and have experience/expertise to teach undergraduate courses in two of the following areas: compensation and benefits, training and development, occupational health and safety, industrial and labor relations, human resource planning, personnel recruitment and selection, strategic human resource management.

Rank and salary will be commensurate with previous performance, qualifications, and experience in accordance with the Collective Agreement. Appointment effective July 1, 2012.

More information: **www.mos.uwo.ca**

Candidates should send a curriculum vitae, appropriate evidence of research and teaching performance, and three academic letters of reference to: **Professor Mitch Rothstein, Director, DAN Management and Organizational Studies, The University of Western Ontario, 1151 Richmond Street, Social Science Centre, Room 3208, London, Ontario, N6A 5C2 or gdawson@uwo.ca.** Application deadline **December 15, 2011** or until the position is filled.

Applicants should have fluent written and oral communication skills in English. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Western Ontario is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, aboriginal people, and persons with disabilities.

SCAD seeks qualified candidates for a **FULL-TIME FACULTY POSITION IN LIBERAL ARTS** to teach courses in psychology. Terminal degree or equivalent in the discipline or closely related field required. To apply, send resume to **SCAD Attn: HR Savannah Faculty - LIBA#2424, PO BOX 3146, Savannah, GA 31402.**

THE UNIVERSITY OF AKRON, AKRON, OHIO, ASSISTANT PROFESSOR OF INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

The Department of Psychology seeks to fill a full-time, **TENURE TRACK POSITION** as an **ASSISTANT PROFESSOR OF PSYCHOLOGY**, with a start date of August 20, 2012. We are looking for an I/O faculty member with exceptionally strong research and teaching skills to join an active top-10 doctoral program in I/O psychology.

The successful candidate will join an 18 member (full-time/tenure track) research-oriented department with nationally ranked doctoral programs in I/O Psychology and Counseling Psychology. The I/O Psychology graduate program also offers a terminal MA degree (personnel specialty), and the department offers a baccalaureate major in Psychology. The applicant for the current position will become a core faculty member in the I/O graduate program, along with 6 other full-time, tenure-track (and 2 ancillary) faculty members.

Requires completion of requirements for PhD in Industrial & Organizational Psychology or related field; ABD candidates near completion of program will be considered. Candidates will demonstrate evidence of the potential to teach undergraduate and graduate psychology courses and to effectively advise/mentor graduate students, including the supervision of master's theses and doctoral dissertations.

Requires maintaining an active and published research program in a sub-specialty of I/O psychology. Preference will be given to those applicants with strong evidence of research productivity as evidenced by publication in peer-reviewed I/O psychology and management journals, as well as evidence of high potential for external funding. The department encourages, supports, and rewards top-quality research and publication.

Teaching responsibilities will include offering undergraduate and graduate courses in the applicant's area of specialization, as well as other courses consistent with the applicant's background and departmental needs. The ability to mentor undergraduate and graduate students and to effectively supervise their research activities is critical.

For complete details and to apply for this position, visit: **<http://www.uakron.edu/jobs/>. Requisition number: 006617. EEO/AA.**

THE UNIVERSITY OF CENTRAL FLORIDA Department of Psychology, pending budget approval, anticipates hiring for a 9-month, assistant professor, tenure earning position on the Orlando campus. Preferred start date, August 8, 2012. Candidates should have the potential to develop a nationally recognized and fundable research program, and must have a PhD at the start of employment in industrial and organizational psychology or a closely related field. Applicants must apply for all positions online at <https://jobswithucf.com/>. If you have questions about the application process or the position please contact iliana.castro@ucf.edu. Applicants should submit a letter of application, a statement of teaching and research interests, evidence of teaching effectiveness, a curriculum vita, the names of three references, and a sample of publications. Applicants considered until the position is filled. Please be advised that as an agency of the State of Florida, UCF makes application materials (including transcripts) available for public view. The University of Central Florida is an equal opportunity, equal access, and affirmative action employer. Send application materials to: **IO Faculty Search Committee, Department of Psychology, P.O. Box 161390, University of Central Florida, Orlando, FL 32816-1390.**

Information for Contributors

Please read carefully before sending a submission.

TIP encourages submissions of papers addressing issues related to the practice, science, and/or teaching of industrial and organizational psychology. Preference is given to submissions that have broad appeal to SIOP members and are written to be understood by a diverse range of readers.

Preparation and Submission of Manuscripts, Articles, and News Items

Authors may correspond with the editor via e-mail, at lsteelma@fit.edu. All manuscripts, articles, and news items for publication consideration should be submitted in electronic form (Word compatible) to the editor at the above e-mail address. For manuscripts and articles, the title page must contain a word count (up to 3,000 words) and the mailing address, phone number, and e-mail address of the author to whom communications about the manuscript should be directed. Submissions should be written according to the *Publication Manual of the American Psychological Association*, 6th edition.

All graphics (including color or black and white photos) should be sized close to finish print size, at least 300 dpi resolution, and saved in TIF or EPS formats. Art and/or graphics must be submitted in camera-ready copy as well (for possible scanning).

Included with the submission should be a statement that the material has not been published and is not under consideration for publication elsewhere. It will be assumed that the listed authors have approved the manuscript.

Preparation of News and Reports, IOTAS, SIOP Members in the News, Calls and Announcements, Obituaries

Items for these sections should be succinct and brief. Calls and Announcements (up to 300 words) should include a brief description, contact information, and deadlines. Obituaries (up to 500 words) should include information about the person's involvement with SIOP and I-O psychology. Digital photos are welcome.

Review and Selection

Every submission is reviewed and evaluated by the editor for conformity to the overall guidelines and suitability for *TIP*. In some cases, the editor will ask members of the Editorial Board to review the submission. Submissions well in advance of issue deadlines are appreciated and necessary for unsolicited manuscripts. The editor reserves the right to determine the appropriate issue to publish an accepted submission. All items published in *TIP* are copyrighted by SIOP.

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SIOP Advertising Opportunities

The Industrial-Organizational Psychologist (TIP) is the official publication of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. *TIP* is distributed four times a year to more than 6,000 Society members. The Society's Annual Conference Program is distributed in the spring to the same group. Members receiving both publications include academicians and professional practitioners in the field. *TIP* is also sent to individual and institutional subscribers. Current circulation is approximately 6,400 copies per issue.

TIP is published four times a year: July, October, January, April. Respective closing dates for advertising are May 1, August 1, November 1, and February 1. *TIP* is a 5-1/2" x 8-1/2" booklet. Position available ads can be published in *TIP* for a charge of \$113.00 for less than 200 words or \$134.00 for 200–300 words. Please submit ads to be published in *TIP* by e-mail. Positions available and resumé may also be posted on the SIOP Web site in JobNet. For JobNet pricing see the SIOP Web site. For information regarding advertising, contact the **SIOP Administrative Office, graphics@siop.org, (419) 353-0032**.

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			<i>Vertical</i>	<i>x</i>	<i>Horizontal</i>
Inside 1st page	\$715	\$510	7-1/4"	x	4-1/4"
Inside 2nd page	\$695	\$480	7-1/4"	x	4-1/4"
Inside back cover	\$695	\$480	7-1/4"	x	4-1/4"
Back cover	\$740	\$535	8-1/2"	x	5-1/2"
Back cover 4-color	\$1,420	\$1,215	8-1/2"	x	5-1/2"

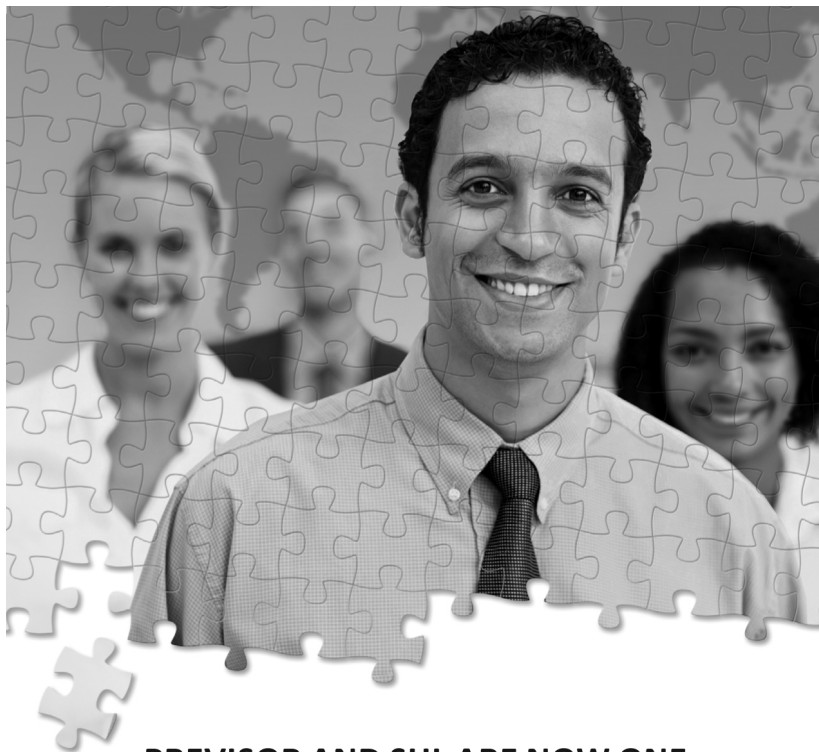
Annual Conference Program

Display ads are due into the SIOP Administrative Office around January 7. The program is published in March. The Conference Program is an 8-1/2" x 11" booklet.

<i>Size of ad</i>	<i>Price</i>	<i>Vertical</i>	<i>Horizontal</i>
Two-page spread	\$545		
Full page	\$330	9"	x 6-1/2"
Inside front cover	\$568	9"	x 6-1/2"
Half page	\$275	4-1/4"	x 6-1/2"
Quarter page	\$220	4-1/4"	x 3-1/2"
Inside back cover	\$560	9"	x 6-1/2"
Back cover	\$585	11"	x 8-1/2"
Back cover 4-color	\$685	11"	x 8-1/2"

Advertisement Submission Format

Advertising for SIOP's printed publications should be submitted in electronic format. Acceptable formats are Windows EPS, TIF, PDF, Illustrator with fonts outlined, PhotoShop, or QuarkXpress files with fonts and graphics provided. You must also provide a laser copy of the file (mailed or faxed) in addition to the electronic file. Call the Administrative Office for more information.



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